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ABSTRACT

Detailed descriptive information is provided on programs and activities identified by the Virginia Community College System's (VCCS) Marketing and Retention Recognition Program (MRRP), which was designed to identify and publicize innovative marketing and retention activities being implemented throughout the system. Following introductory material, the report looks at ways of organizing for marketing, focusing on elements of a successful marketing program, the role of marketing in higher education, the importance of organizational structures in marketing, and examples of organizational approaches used in the VCCS. The next sections examine high school outreach efforts, the use of financial aid in marketing, automated admissions tracking systems, and intervention systems. Within each section, program descriptions are provided, results are reviewed, resources and variations are identified, and back-up materials and a list of contact people are provided. Next, exemplary media relations programs are described, and partnerships for economic development are highlighted. The final section focuses on marketing research, pointing out the elements of a successful marketing research program, offering examples of current research activities, and identifying VCCS marketing research tools. (EJV)

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The "Ins and Outs" of Marketing and Retention in Virginia's Community Colleges

Volume II

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JC 870 299

The "Ins and Outs" of Marketing and Retention in Virginia's Community Colleges

Volume II

Exemplary Marketing and Retention Practices in the Virginia Community College System

Edited by
Don Puyear
Robert J. Grymes, Jr.
Linda Sheffield
Linda Ferguson

©Virginia Community College System, Richmond, Virginia
May, 1987

ACKNOWLEDGEMENTS

This volume, like its companion Volume I, is the product of a host of community college educators serving in a great variety of roles in the twenty-three Virginia community colleges, all dedicated to the proposition that the Virginia Community College System should provide the citizens of the Commonwealth of Virginia appropriate programs and services of the highest quality.

The compilation of the materials upon which this volume is based was accomplished by the Marketing and Retention Recognition Study Committee, an *ad hoc* committee of college personnel. This committee has met a number of times and members have participated in each of the college visitations.

Working groups from this committee have drafted and assembled detailed descriptions of the cited activities for this report. Members of this committee are:

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Special commendation is due Linda Ferguson, Bob Grymes, and Linda Sheffield. These three individuals, each with heavy demands on their time and talents at their home college, have made especially significant contributions to this project. They served as chairmen of the working groups. As such they have been responsible for preparing a draft of the materials included in Volume I, and for compiling the material included in this volume.

Evelyn House, my secretary, has contributed greatly to the success of this project. She has been responsible for preparing the text, assembling this volume, and taking care of a myriad of details. This project could not have been completed without her.

Don Puyear

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INTRODUCTION TO VOLUME II

This volume is intended to expand upon, and supplement the materials provided in Volume I. The following introduction is, accordingly, a somewhat expanded version of the Introduction to Volume I.

What is Marketing?

Marketing is not just selling and promotion. In fact only a small portion of what will be highlighted in this volume has to do with either selling or promotion. In the community college setting, marketing is a carefully formulated program which[1]:

- is based on the managerial functions of analysis, planning, implementation, and control;
- results in carefully planned programs, not random actions;
- seeks to provide benefits that are needed and desired by those who attend;
- involves carefully selected targets rather than trying to be all things to all people;
- helps institutions to clarify their objectives and serve their target markets more efficiently;
- relies on designing the institution's offerings in terms of the target market's needs and desires--is client-oriented rather than seller-oriented; and

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[1] Adapted from Philip Kotler and Karen F. A. Fox, Strategic Marketing for Educational Institutions, (Prentice-Hall, 1985), pp 7-8.

- utilizes and blends a set of tools called the marketing mix: program design, pricing, communications, and distribution.

But people, and institutions, do not come to understand marketing all at once. Philip Kotler, one of the leading scholars of public sector marketing, explains that marketing enlightenment grows slowly and tends to pass through five distinct stages. Kotler suggests that each of these stages offers so much potential for growth, and also for internal disruption, that colleges are wise to come to grips with marketing one step at a time.

The Law of Slow Learning in Marketing[2]

1. Marketing is Advertising, Sales Promotion, and Publicity. This is the most elementary level of marketing. While these are legitimate tools of marketing, colleges do not gain greatly by adopting the marketing tools of soap companies.
2. Marketing is Smiling and a Friendly Atmosphere. This is a first step toward being truly client-oriented.
3. Marketing is Innovation. Colleges realize that they are not in the business of providing only some narrowly

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[2] Adapted from "The Law of Slow Learning in Marketing" in Philip Kotler, Marketing Management, 4th ed. (Prentice-Hall, 1980), pp 11-13.

defined activity; their offerings must emphasize serving client needs.

4. Marketing is Positioning. Colleges must consider what they do best. No institution is the best for all clients. The college must choose what offerings it can best provide and "take a position" in the market. Positioning aims to help potential clients know the real differences between competing institutions so that they can match themselves to the institution that can be of most value to them.
5. Marketing is Market Analysis, Planning, and Control. This is the essence of modern marketing. Institutions that employ this understanding of marketing are able to measure the potentials of their various markets, to develop market plans, and to assess the effectiveness of various alternatives.

What is Retention?

Retention, unlike marketing, is not something a college can "do." Retention is what happens when improved programs and services lead to student success. Retention does not result from permissiveness nor does it come from lowered standards. Relatively few of the students who do not persist leave because they are having academic difficulty. Successful colleges know that ultimately student retention is a by-product of student success and satisfaction. As they market themselves honestly and effectively; strive to improve the quality of campus programs and services; put the most caring and competent faculty, advisers, and staff in frontline contact positions; and work at matching student needs with responsive services and support, they reap the benefits of full classrooms. When students find that their needs are being met, that the college is facilitating their success in the classroom and helping them translate that success into their lives beyond the campus, education becomes a clear priority for them and they return to the campus. In short, retention is linked to student learning and the development of basic life competencies.[3]

VCCS Marketing and Retention Emphasis.

The Virginia Community College System has had an active marketing and student retention emphasis since 1985. Major activities have included the following:

- March 14, 1985. A statewide marketing workshop was conducted in Richmond for college leaders by Dennis Johnson, president of Johnson Associates and a nationally recognized consultant on community college marketing.

- May 8 through June 5, 1985. A marketing visitation program, in which all colleges in the System were visited by Deputy Chancellor Don Puyear, Ann Williams, Assistant to the Chancellor, and Shirley Hart, Secretary to Dr. Puyear, was conducted to learn what was being done at each college to ensure that 1985 Fall Quarter enrollment projections would be achieved. The results of this visitation program were published in a volume titled Marketing Visitation Program, June 1985.

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[3] Adapted from Lee Noel, Randi Levitz, Diana Sauluri, and Associates, Increasing Student Retention (Jossey-Bass, 1985) pp xiii- xviii, 1-3.

- August 8, 1985. Marketing Good Ideas from the Virginia Community College System was published. This volume contained descriptions of innovative marketing and related activities that were too lengthy for the Marketing Visitation Program, June 1985 publication.

- January 1986. The research study, A Descriptive Assessment of Recent Community College Enrollment Changes, Phase I, by Daniel M. Johnson and David Bromley, was published. Johnson and Bromley are professors of sociology at Virginia Commonwealth University and undertook this study as consultants to the VCCS.

- April 24 - 25, 1986. A statewide retention workshop, co-sponsored by Piedmont Virginia Community College, was conducted in Charlottesville for college personnel. Lee Noel, president of the Noel/Levitz Centers of Institutional Effectiveness and Innovation, was the main speaker for this workshop, which also included a "county fair" in which college representatives made presentations on innovative practices at their colleges.

- January 1987. A research report, The Effect of a Reduction in Tuition on Enrollment, Fall 1986 by Don Puyear, was published demonstrating the positive effect of a reduction in tuition on enrollment in the VCCS.

In addition, a number of smaller research reports focusing on one aspect or another of enrollment change have been published by the VCCS.

The System has sponsored activities in which premier experts in community college marketing and retention have provided instruction on the theory and practice of marketing and retention, it has provided opportunities for practitioners at the colleges to share effective programs with their colleagues across the state, and it has conducted and sponsored research in support of marketing and retention efforts. Thus, leaders of the Virginia Community College System have, by word and action, demonstrated their sense of the importance of marketing and student retention to the System.

Effects of Marketing and Retention Efforts.

These efforts have produced solid results. Previously full time equivalent student enrollment (FTES) in the Virginia Community College System had been declining steadily. The decline in FTES enrollment slowed dramatically in 1985-86 and in, 1986-87, increased for the first time since 1982. In 1986 VCCS fall quarter headcount enrollment increased 7.5% while community colleges enrollment across the country increased by only 2.5%. College enrollment at all levels increased 1.2% across the country, and increased 1.3% in Virginia.[4] The marketing and retention efforts described in this volume, combined with a reduction in Virginia community college tuition, have contributed significantly to these enrollment increases.

Marketing and Retention Recognition Program.

The marketing and retention recognition program was conceived with the conviction that it would be productive to identify and publicize exciting, innovative marketing and retention activities that are being implemented throughout the Virginia Community College System. The purpose of this program is threefold:

1. to congratulate those responsible for developing and implementing the cited exemplary marketing and student retention activities;
2. to encourage others to consider adopting activities based on the successful programs presented in the publication; and

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[4] A discussion of Virginia community college enrollments, as compared to national and statewide trends, may be found in The Effect of a Reduction in Tuition on Enrollment, Fall 1986 by Don Puyear, Virginia Community College System, 101 North 14th Street, Richmond, Virginia 23219, January 1987.

3. to bring recognition to the colleges of the Virginia Community College System, and the System as a whole, for the progress that has been made in marketing and student retention.

In December, 1986, VCCS presidents were requested to nominate activities at their colleges of which they were proud and wished to share. The presidents were also requested to nominate persons to serve on a study committee for this project.

The Marketing and Retention Recognition Project Study Committee held its initial meeting on February 3, 1987. General topics to be included in the study were identified and the presidents were invited to supply additional information on the selected topics. The activities highlighted in this report were selected from those submitted in response to these requests. This report is intended to supplement Volume I, which was an overview of selected exemplary marketing and retention activities in the Virginia Community College System.

ORGANIZING FOR MARKETING

PREPARED BY WORKING GROUP I

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OUTLINE OF ORGANIZING FOR MARKETING

I. Elements of a Successful Marketing Program
   - A. Support From the Top
   - B. Broad Cross-Section of College Involvement
   - C. Environment Conducive to Excited Involvement
   - D. Commitment to Excellence

II. Marketing in Higher Education: The Brave New World
   - A. What is Marketing?
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III. Organizing for Marketing
   - A. Goals
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IV. Examples of Organizational Approaches Across the VCCS
   - A. Northern Virginia Community College
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   - C. Southside Virginia Community College

D. Tidewater Community College

E. Rappahannock Community College

F. Paul D. Camp Community College

ELEMENTS OF A SUCCESSFUL MARKETING PROGRAM

Support from the Top

A vital aspect of a successful marketing plan is the commitment of the President to the marketing concept. This commitment should be shown in the commitment of resources to targeted areas within the institution.

Broad Cross-Section of College Involvement

Involvement in marketing must come from all functional areas of the institution if there is to be widespread acceptance of the concept. Marketing must become institutionalized. It must become a part of the operating procedure on a daily basis. Policies, procedures, and practices must all be examined to determine their customer-centered nature. Whatever is routinely done by an area of the institution must be scrutinized carefully from a marketing standpoint.

Environment Conducive to Excited Involvement

There must be open, honest, continuous, and the personal communication throughout the institution. Both responsibility for marketing and authority must be clearly designated. A planned approach to marketing is essential.

Commitment to Excellence

Retention happens when a college does a good job of providing service to its consumers. The institution must provide both quality in fact and quality in perception to all it serves. To determine satisfaction levels, constant monitoring must be done. This monitoring must be done internally as well as externally.

MARKETING IN HIGHER EDUCATION:
THE BRAVE NEW WORLD

By William Johnson

What is Marketing?

According to the American Marketing Association, "marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create voluntary exchanges that satisfy individual and organization objectives." Marketing also relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.

The term marketing has come to mean different things to different people. In a recent survey of educational administrators, 61 percent viewed marketing as a combination of selling, advertising, and public relations. Only a few percent knew that marketing had something to do with needs assessment, marketing research, product development, pricing, and distribution.

Most people tend to think marketing is synonymous with selling or advertising. After all, "someone is always trying to sell you something." At the same time, the average American is exposed to approximately 2400 advertising messages per day. Therefore, it may come as quite a surprise to college administrators that selling is not the most important element in marketing! In fact, colleges that offer appropriate products (programs, courses, services) and prices, distribute and promote them well, the products/services sell themselves. Peter Drucker a leading management theorist wrote, "The aim of marketing is to make selling superfluous. The aim is to know and understand the customer so well that the product sells itself."

Let's return to our original definition of marketing for a moment. Several things should be noted about this definition. First marketing involves planning. In the case of the community college, planning involves carefully formulating a "game plan" that makes the most sense given the present situation, opportunities and resources.

Second, marketing seeks to bring about voluntary exchanges by offering a bundle of benefits sufficient to attract the target market(s). Thus, community colleges seeking to attract students will offer strong academic programs, financial aid, and occupational placement - all in a friendly and personal environment.

Third, marketing means avoiding the "majority fallacy" - trying to be all things to all people. Colleges must routinely distinguish among possible segments and decide which ones to serve on the basis of market potential, mission/objectives of the college and availability of resources.

Fourth, a college must design its offerings in keeping with the target market's needs and desires. Efforts to impose course/programs inconsistent with market needs or wants is doomed to fail. Marketing should be client-oriented, not seller-oriented.

Finally, marketing must involve the blending of the various ingredients in the college's marketing mix-program design, pricing, promotion, and delivery. Effective marketing requires synergy among these marketing mix variables to create a unified effect. A lousy product/service will not sell regardless of how good the price and/or promotion may be.

College Responses to Marketing

When do colleges turn to marketing for help? Typically when their market undergoes a change, such as when students, funds or other resources become exceedingly scarce. Institutions that enjoy a sellers' market (demand for their services exceeds the ability to supply it) tend to ignore or avoid marketing.

By their responses to these trends, colleges can be divided into several groups. The first group does little or nothing. Either enrollment has not dropped or the school's administrators view the drop as an aberration, one that will reverse itself. Many in this group hold marketing in contempt - believing that it would lower the stature and quality of higher education.

A second group marshals its resources to strengthen the college's "sales department." This normally means increasing the budget for the admissions office or the director of public relations or both. The admissions office may hire a recruitment specialist to work closely with the high schools. The director of public relations may issue fancier brochures or college catalogs and work more closely with the local media. The University of Richmond, for example, spent $13,000 to create a 12-minute video to be shown to interested publics.

A third group, and certainly the minority, have sought to undertake a genuine market-based approach. These schools have a broader perspective of marketing. Institutions in this category analyze their environments, markets, and competition. They have also developed a clear sense of their mission, target markets and position relative to the competition.

The section that follows will seek to expand on the market-oriented approach used by the third group of colleges previously discussed. The purpose of this section is to outline the "process" undertaken by this select group of schools.

The Marketing Process

The marketing process involves at a minimum 5 stages. In stage one, the college examines its environment. Specifically it looks at the changing demographics and their impact on the school. We are all too painfully aware of how the negative age demographics have impacted enrollment. Attention is also given to the condition of the local economy, in terms of employment and personal income levels. The college is also interested in how the public perceives them. College administrators may be surprised to learn that the image they seek to project is not the same image that is being perceived by their constituents. This becomes important as the institution determines its "position", or how it is viewed by its publics vis-a-vis the competition. Major competitors also need to be identified, along with their strengths and weaknesses. Finally, an analysis is conducted of the institution's resources, including personnel, funds, and facilities. Prior to concluding this stage, a summary of strengths, weaknesses, opportunities, and threats are compiled relative to data gathered on the environment.

In stage two, the institution reviews its mission, goals, and objectives vis-a-vis the data gathered in stage one. In defining the school's mission it would answer the question, "what is our business and who is our consumer?" The goals, of course, will need to reflect the institution's mission. For example, one objective of the college might be to attract better students. Goals are used to help define objectives which are performance-oriented and measurable. An objective may consist of increasing enrollment of off-campus courses by 15 percent.

Stage three represents the core of the marketing process where a coordinated set of strategic decisions is made on targets market(s) and a marketing mix (product, price, promotion, and distribution) for each target. A primary target could constitute high school seniors interested in 2-year college-transfer programs. A secondary target market might be retired military personnel. Each of these target markets would require specific academic programs (product) and a means by which to communicate with them (promotion). The decisions made on the target markets and the accompanying marketing mix will be affected by the institution's resources, mission and the general capability to serve a given market.

In stage four, the institution translates the set of strategic decisions identified in stage three into action plans. For example, suppose your primary target market is with high school seniors interested in 2-year college transfer programs. An action plan for this group might involve sponsoring a "College Night." This activity would be aimed at those high schools students who have been turned down when applying to other 4-year schools. The community college would "co-op" with various four-year colleges, with the schools encouraging students to attend the community college for their first two years.

Finally, stage five calls for developing a series of controls that will be used to monitor the plan's progress. Periodic review of the results of the plan is necessary to ensure that objectives are being met. Corrective action may be necessary should deviation from the objectives be observed.

Keys to Successful Community College Marketing - The Common Denominators

The following are characteristics of community colleges that are truly market-oriented. These characteristics seem fairly common to those schools that have successfully adopted and applied basic marketing principles.

The first, and perhaps the most important characteristic is that the institution be "client-oriented." This means schools must shift their attention from an institutional to a student perspective. The more successful schools have recognized that they must offer appropriate courses/programs at convenient times and places suitable to the needs of their target market.

A second characteristic critical to marketing success for community colleges is a "focused" view of the market. At a time of declining enrollments and resources, schools can hardly continue to "be all things to all people." Community colleges must mobilize their limited resources behind those segments of the market that they are uniquely qualified to serve.

Successful community colleges are also adaptive. An adaptive institution is one that operates systems for monitoring and interpreting important environmental changes and shows a readiness to revise its mission, goals, strategies, and organization to be aligned with its opportunities. As the schools adapt their programs and services to an ever-changing environment, conflicts or obsolescence of certain policies occur. This may require drastic and upsetting changes in the organization. Without a doubt, it will call for a reorientation of business philosophy and reversal of some long-established attitudes.

A fourth key to successful college marketing is a commitment to the notion of "lifelong learning." There continues to be a higher proportion of adults attending college and universities. Delays occur in the beginning of their higher education, with frequent interruptions along the way. The individual, instead of running one main race, runs many smaller ones, responding to circumstance, need, or interest. Abundant opportunities exist for higher education to provide new occupational training for those whose old occupations have become redundant, or for new tasks created by technology and society.

Good marketing intelligence is a fifth key to successful college marketing. Marketing intelligence should take two forms in this case. Formal marketing research is conducted to help identify new target markets and assess the needs of these sub-populations. For example a review of today's student profiles suggest a demand for learning and support services that are responsive to the needs of a student population that is increasingly older, part-time, minority, and female. A second form of marketing intelligence consists of constantly monitoring the changing demographic, cultural/lifestyle, competitive, and political and legal environments. Marketing plans are modified according to changes occurring in these areas.

Finally, successful marketing programs in community colleges follow a systems approach. A commitment to marketing requires sophisticated communication among administrators, faculty, and support personnel - a team effort. Each team member must understand and support the role of marketing at the institution. The president, as the institution's highest "marketing executive", can assist in this regard by creating a climate for marketing that is service-minded and responsive.

Summary

Marketing is of growing interest to colleges and universities that face declining enrollments, rising costs and an uncertain future. Marketing can offer a framework to help institutions successfully attract and service their publics. Marketing also helps the institution to develop viable programs and to price, communicate, and deliver them effectively.

Educational institutions vary in their responsiveness to their constituents. A few schools continue to operate in the "business as usual" mode, while leaving themselves vulnerable to the changing marketplace. Many schools and colleges are taking steps to become more responsive, conducting studies of consumer satisfaction, needs and preferences.

The prevailing view that marketing is merely just selling is being replaced by a broader, more comprehensive concept that includes environmental scanning, target market needs assessment, and control.

Successful college marketing plans follow similar blueprints. These plans are customer-oriented, focused, and adaptive. They are also designed with life-long learning in mind, based on marketing intelligence, and are team-oriented.

ORGANIZING FOR MARKETING

Goals

The chief goal of marketing planning is to establish visibility and identity for the marketing concept to move the entire institution to the point of being "marketing oriented." The cornerstone of marketing is satisfying consumer wants and needs. The mission of the community college is to "meet the educational needs of the service region;" our institutions are designed consistent with the marketing concept. All community colleges need to do is the job they were created to do, and do this job well.

The marketing approach can be summarized as listening before speaking. The marketing approach begins by researching the consumer or potential consumer to ascertain their perceived needs and wants. The marketer then either develops a product to meet the needs or fulfill the wants or they adapt an existing product or service to respond to the information gathered in the marketplace. The process doesn't stop there. Marketing is only effective when it continues to recognize consumer differences. These differences may occur in the same consumer. Consumer needs and wants change. The essence of marketing is to have in place means of constantly monitoring the pulse of the various consuming publics and having in place the means to react effectively to changes in consumer demand.

This consumer sensitivity must pervade the institution from the administration through the staff. All personnel must be trained to listen to consumers, to look at the institution through the eyes of their customers, and to react and make necessary changes and not become wedded to the changes because they may not be permanent. Satisfied customers return to businesses or institutions which created the satisfaction. Satisfied customers tell their friends of satisfying experiences. Educational institutions have historically been in a self-satisfying mode. Classes are scheduled at professors' convenience and enforced at staffs' convenience. The entire concept of consumer research is foreign to educational institutions in most areas with the exception of admissions. Admissions offices usually maintain the data bases which will show demographic information concerning students. However, consumer research also needs to be attitudinal.

Community colleges must focus all of their efforts on delivering high quality services to their consumers. They must maintain a high degree of student-centeredness in practices.

Where to Start - Situation Analysis

A situation analysis consists of combining an environmental analysis and a resource analysis. The environmental analysis is based on standard market research seeking answers to such questions as: What are the major trends? How do these trends have an impact on the institution? What are the institutions opportunities and threats? The resource analysis focuses on institutional strengths and weaknesses? This assessment should include a look at personnel, facilities, and delivery systems.

Situation analysis also forces the institution to answer such questions as: Where are we? What resources do we have to bring together? How can we mobilize for action? Who has the authority to implement action? How can be sell this idea within the institution?

Marketing Goals Must Mesh with Institutional Goals

Still more questions arise which must be answered by the institution: How can marketing be integrated into our institutional planning process? How can we increase both enrollment and retention?

Strategic Planning Equals Marketing Planning

A strategic orientation is critical to any institution. This orientation is both proactive and reactive. It is proactive in that it forces decision makers to take a hard look at the institution to see what it is and then asks them to decide what the institution reasonably wants to be. The strategic planning process goes hand-in-hand with the consumer orientation. Strategic planning uses image research to assess the current image held by consumers toward the institution. This image currently held is then compared to that image which the decision makers want for their institution. The reactive nature of the strategic planning process allows for adjustment of policies and procedures based on assessment.

Kotler and Fox (1986) define strategic planning as "... the process of developing and maintaining a strategic fit between the institution's goals and capabilities and its changing marketing opportunities. It relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation."

Organizing for Action

There must be a structure for accountability in marketing. Very quickly marketing can become everyone's business but no one's responsibility. The most effective structure must be tailored to each institution. This section of this volume presents examples of various presents examples of various approaches to organizing for action taken through the Virginia Community College System.

Feedback for Control

When designing marketing plans, constant monitoring of satisfaction with delivery of services must be a critical component of a full-scale marketing plan. This function provides a systematic means of assessing the implementation and continued refinement of the marketing activities. These activities will be covered in detail in the section titles Marketing Research, this important feedback loop for the control process.

ILLUSTRATIVE MATERIALS

from

NORTHERN VIRGINIA COMMUNITY COLLEGE

NORTHERN VIRGINIA

1. Presidential appointment of a 9-member Marketing Design Team charged with development of a College Marketing Plan as well as commitment of Priority Money to the Marketing Effort.

2. Preparation of "Marketing Guidelines" presenting an overall goal and several objectives designed to create a climate to develop a plan.

3. Informal marketing audit conducted.

4. NVCC Marketing Plan 1983-84
   a. Product Analysis
   b. Enrollment Actualization
   c. Research of Internal and External Markets
   d. Communication

5. Marketing Design Team reappointed and charged with monitoring implementation of 83-84 plan and preparing 84-85 plan.

6. 83-84 plan called for four presidential workshops featuring Dennis Johnson. These were held for the entire college community.

7. 84-85 plan brought entire college community into the marketing process. Plan included seven sections: one for each of the five campuses, one for college staff, and one for the Extended Learning Institute. The Marketing Design Team also established a plan for monitoring implementation of the plan.

8. The Marketing Design Team recommended integration of marketing planning with the Educational Master Plan.

9. 85-86 saw the appointment of a Marketing Adivsory Committee to replace the Marketing Design Team.

10. 86-87 followed with the appointment of a Marketing Review Committee.

11. Marketing planning has become well institutionalized at NVCC.

February 10, 1987

TOPIC 3

ORGANIZING FOR MARKETING AND RETENTION AT NORTHERN VIRGINIA COMMUNITY COLLEGE

Background: Organizing for Marketing and Retention at Northern Virginia community College has gone through a number of developmental stages similar to the five distinct stages presented in Philip Kotlers', "The Law of Slow Learning", taken from the 1980 edition of his book, Marketing Management. (Copy attached.) NOVA has gone from a primarily activity-focused orientation to a posture and practice of striving to actualize the marketing concept as conceived by Kotler. That is, to analyze, plan, implement and control the exchange of relationships with the many and diverse publics served by the College.

A very brief summary of the developmental stages of Marketing at NOVA follows. In February 1983, President Richard J. Ernst, placed a high priority on responding to a need identified in the College's Educational Master Plan 1982-1990, (Section IV-3) calling for the development of strategies to market NOVA's programs and services. Following exploratory research and informal discussion, Dr. Ernst and the Administrative Council appointed a nine-member Marketing Design Team on March 1983 to develop a College Marketing Plan (MDT), by June 30, 1983.

The MDT prepared and distributed a set of "Marketing Guidelines" (copy enclosed), presenting an overall goal and several objectives designed to create a climate in which to develop a plan. An informal Marketing Audit was conducted to gain perspective of the status of marketing activities at the College. The NVCC Marketing Plan 1983-84, with four areas of emphasis: Product Analysis; Enrollment Actualization; Research of Internal and External Markets; and Communication, referred to as the PERC concept, was prepared and presented to the President and Administrative Council. (A more detailed presentation of the background of the process of plan development can be found in NVCC 1983-1984 Marketing Plan accompanying this summary.)

The Marketing Design Team was reappointed and charged with monitoring the implementation of 1983-84 Marketing Plan and the preparation of a plan for the 1984-85 year as well.

To broaden the base of understanding of marketing as a concept and its application to supporting the mission of a comprehensive community college, four President's Marketing

Workshops were held on "Marketing - Be A Part of It". The target audience for the first of the four workshops was the administrative staff followed with sessions for faculty and staff until each member of the administration, faculty and staff had been invited to attend a day-long workshop with Dennis L. Johnson. Attendees were guests of the President for lunch. Dr. Ernst attended and participated in all four workshops.

The 1984-1985 NVCC Marketing Plan reflected the growing College-wide commitment to marketing and brought the entire College community into the Marketing process. Seven sections were included in the plan one for each campus and one each for College Staff and the Extended Learning Institute. (Copy included with summary). MDT established a system for monitoring plan implementation.

Marketing which had been perceived as "dirty word" by many academics was becoming a part of the day to day vernacular of the College Community. Responding to the impact of the phenomenon of a growing cadre of marketing practitioners, the MDT recommended integration of marketing planning with the Education Master Plan Process and with other planning at all levels of the College. Only those activities specifically funded by priority monies allocated through the Master Planning Process would be presented in a greatly abridged format in lieu of previously used marketing activities format. (Copies enclosed.)
The MDT recommended the appointment of a Marketing Advisory Committee (MRC) to serve in 1985-1986 in an advisory capacity on more global marketing issues and concerns. It was perceived that marketing had become institutionalized. The theme of the beginning workshops, "Marketing: Be A Part of It" had been greatly actualized.

In 1986-1987, Dr. Ernst and the Administrative Council appointed a Marketing Review Committee (MRC), charged to serve as a steering committee to conduct the review of the marketing activities of the College during the period July 1, 1983 through June 30, 1986..."

Market planning at NOVA enters another developmental stage.

Prepared by Charlotte Wilhelmi
Director, College Relations
and Development

ILLUSTRATIVE MATERIALS

from

NEW RIVER COMMUNITY COLLEGE

NEW RIVER

1. Recruitment and Retention Implementation Project initiated in February 1985. They were charged with reviewing recommendations from the Recruitment and Retention Committee and developing and implementing recruitment and retention strategies and timetables.
2. RRIP replaced the Recruitment and Retention committee and became responsible for both generating and implementing recruitment and retention activities.
3. The RRIP team became a standing committee.
4. The RRIP team consists of a Chair (Coordinator of Admissions and Records), faculty members representative of each division, and representatives of all major functional areas within the College. This organization allows many ideas and suggestions to be implemented at the committee level.
5. Recommendations beyond the scope of the committee are forwarded to the President's Cabinet.
6. Committee meeting minutes are distributed to the committee, President's Cabinet, Management Council and College Council.

NEW RIVER COMMUNITY COLLEGE, DRAWER 1127, DUBLIN, VIRGINIA 24084, PHONE 703/674-4121

Recruitment and Retention Implementation Project (RRIP)

The coordinating group for recruitment and retention activities at New River Community College is the Recruitment and Retention Implementation Project (RRIP) Team which was initiated by the President in February, 1985. The RRIP Team was charged with reviewing recommendations from the Recruitment and Retention Committee and developing and implementing recruitment and retention strategies and timetables. The RRIP Team soon replaced the Recruitment and Retention Committee and became responsible for both generating and implementing recruitment and retention activities. The RRIP Team is now the Recruitment and Retention Implementation Project Standing Committee.

The RRIP Committee is chaired by the Coordinator of Admissions and Records and is made up of representatives from all functional areas of the college. Faculty members from each division are also included on a yearly rotating basis. Having each functional area represented enables members of the Committee representing their organizational unit the advantage of participation in the development of recruitment and retention ideas and suggestions. Further, cooperation and collaboration are enhanced among the membership of the Committee, which makes it possible for many of the ideas and suggestions to be implemented at the Committee level. Recommendations beyond the scope of the Committee are forwarded to the President's Cabinet for action.

Communication concerning RRIP activities is achieved through Committee meeting minutes which are distributed to the members of the Committee, President's Cabinet, Management Council and College Council. The RRIP Committee Director is also invited to the President's Cabinet meetings to review the minutes and present recommendations. The minutes from the first meeting for 1986-87 are attached including handouts highlighting recruitment and retention activities recommended or endorsed by the Committee since its inception.

The RRIP Committee has become a "moving force" at NRCC. Its success can be attributed to the commitment and support from the President and his Cabinet, representation from all functional areas of the College, and communication through the College Cabinet/Council structure.

An Equal Opportunity Educational Institution
Virginia Community College System

NEW RIVER COMMUNITY COLLEGE

MINUTES OF MEETING #1

RECRUITMENT AND RETENTION IMPLEMENTATION PROJECT (RRIP)

1986-87

The first Recruitment and Retention Implementation Project (RRIP) meeting Fall quarter 1986 was held on Thursday, October 30, 1986, at 3:00 p.m. in Room 136.

MEMBERS PRESENT

T. J. Anderson
Irene Barr
Ron Chaffin
Rita Dixon
Tom Flohr
Mary Pat Hall
Donald Langdon
Debbie Lineweaver
Brenda Lyons
Peggy McConnell
Ruth McLachlan
Edith Ruben
Joe Sheffey
Joyce Taylor
Chuck Walker

MEMBERS ABSENT

Dale Conrad
Jeananne Dixon
Frances Edemobi
M. J. Kanagy
Cheryl Lewis
Tom Owen
Susan Preston
Lucy Prillaman
David Webb
Tom Wilkinson

Committee's Role

Peggy McConnell reviewed the role of the Committee and explained that the committee is charged with making suggestions/recommendations to recruit, retain, and "regain" students. The members of the Committee represent all areas of the College which provides college-wide input and assists with implementation of suggestions/recommendations. The Committee may also make recommendations to the President's Cabinet for action.

Handouts were given to members highlighting recruitment and retention activities recommended or endorsed by the Committee since its inception in February 1985. Recruitment was emphasized from February-May 1985 with retention emphasized last year.

Update on Recommendations From Last Year

The following "unfinished" suggestions were discussed:

1) Faculty Advising -
Committee recommendations concerning training for faculty advisors were presented to the President's Cabinet and forwarded to Doug Warren for action. Doug contacted retention expert, Lee Noel, about participating in the Fall workshop, but his cost and schedule were prohibitive. The responsibility for additional training for faculty advisors has been delegated to the Divisions.

The 1986-87 RRIP Committee is still concerned about the importance of faculty advising and the need for additional training.

2) Continuous Alert System

Rita Dixon explained that Tim Jones is setting up a new computer program to make it easier for instructors to implement the continuous alert system. Instructors will be able to indicate on a print-out, similar to a class roll, students who need to be contacted by counseling. It was suggested that a different color of paper or the back of the computer paper be used to avoid confusion with class rolls. Rita explained that letters and calls are now being used but that she plans to explain the new system at a Faculty Assembly or general faculty meeting.

3) "Survival Sheet" for new students not enrolled in GENL 100

Rita explained that this handout is in the printing stage. The handout will include college services, maps, and important policies (e.g. drop/add period, withdrawal, refunds). Peggy asked if the committee could review the handout to ensure comprehensiveness.

4) Follow-up study of students recommended for developmental courses from placement tests -

Susan Preston plans to give the results to the Developmental Studies ad hoc Committee for review.

Committee Focus for 1986-87

After reviewing the initial charge to the RRIP Committee, the Committee felt that most of the recruitment markets mentioned in the initial charge to the Committee had been addressed except for the following:

1) Minority students - Mary Pat Hall explained that the Virginia Plan for recruitment of black students needs to have an evaluation component and asked if the Committee could be responsible. The Committee agreed and will be given a copy of the revised plan.

Mary Pat also asked for suggestions to include as she rewrites the plan. The following suggestions were made:

a) support of workshops sponsored by Better Information Project and Virginia Admissions Council for Black Concerns
b) more joint efforts with Virginia Tech and Radford
c) involvement of new Black Student Union in recruitment activities targeted to black students (e.g. Black Student high school groups)

2) Senior Citizens

Peggy explained that the new Senior Citizen Act will allow senior citizens who qualify for free tuition to be included in the FTE count.

The Committee suggested that the new Senior Citizen Act be publicized. Joyce Taylor indiciated that publicity is planned.

Ron Chaffin also asked for input concerning new courses which might be attractive to senior citizens. The committee suggested the following ideas.

a) Classes about different countries for people who cannot afford to travel
b) religion classes (e.g. Bill Dawson's Comparative Religion class)
c) horticulture classes.

The Committee will continue to address needs of special markets for recruitment, but will focus on retention activities for the 1986-87 year. Peggy suggested that Lee Noel's new Book, Increasing Student Retention be used as a resource for the Committee. The Committee agreed to review chapters relating to their respective functions or areas of the college. Peggy will provide material for members to read prior to the next meeting.

Other Concerns

T. J. Anderson expressed concern that the DOL needs additional manpower and financial resources. T. J. asked if the Committee thought that faculty members would be willing to volunteer for a tutorial pool to help alleviate the shortage of tutors. The following concerns were expressed:

1) Faculty do not have time to tutor other students when they are tutoring students in their own classes.

2) Students may feel threatened by tutoring from their own instructor and may be more comfortable if someone else did the tutoring in a special place.

3) More contact is needed between student, faculty members, and tutor to ensure communication.

4) Community volunteers (e.g. retired teachers) and additional students could be used as tutors.

5) Students need training in how to use a tutor perhaps in the form of written guidelines. T. J. indicated that guidelines are currently available.

The DOL was praised by the Committee and recognized as an important retention element. Debbie Lineweaver would like to talk to the faculty before a memo is sent requesting faculty assistance as tutors.

Next Meeting

The next meeting will be held on December 4, 1986.

Peggy McConnell, Director

RECRUITMENT

1) Student recruitment phonathon (Spring 1985, 1986)

2) Community Recruitment at Shopping Centers/Fair (August-Sept.-Dec. 1985-1986)

3) 10 Tuition-Free Classes (Fall 1986) for new students

4) "NRCC Day" for high school vocational students (November 1985, 1986)

5) OPEN HOUSES (March, September 1985, 1986)

6) "Welcome" and directional signs outside/inside building to assist visitors and new students

7) NRCC Ambassador Involvement in Community/High School Recruitment

8) Prospective student referrals from faculty and currently enrolled students (Quarterly)

9) Monthly high school visits by Admissions/Counseling Staff assigned to specific schools

10) Follow-up of prospective students/applicants through modified ADMITS System

    a) phone calls
    b) letters

11) NRCC information to employees "laid off"

    a) Visits by Career Counselor to plants
    b) Letters from Admissions Office to people tested by VEC on campus

12) Programs and services for women returning to work force

    a) Model Women's Program
    b) Single/Displaced Homemaker

13) Articulation dinner for NRCC English and math faculty and high school teachers

14) Encouraging faculty member participation in public school career days and high school recruitment visits

15) Letters to parents of high school students prior to graduation (May 1985)

16) NRCC Student Survey to determine what influenced students to attend NRCC (May 1985)

17) Summer school "flyer" to promote getting ahead (Summer 1985)

RETENTION

1) Revised GENL 100 program

2) Co-curricular activities to enhance student life

    a) Awards Program (May 1986)
    b) President's reception for new students and families (Sept. 1986)
    c) Fall mixer (September 1986)
    d) Honor Roll/Deans List Receptions

3) Ambassadors as "Mentors" for new Special Services students

4) Centrally-staffed office for evening students

5) "College Survival" course for students planning to attend NRCC and other colleges (Summer 1985)

6) Non-returning student follow-up by prioritizing "regular" and "special interest" students

7) Study skills workshops for faculty and counselors teaching study skills (Fall 1985)

8) "College Survival Sheet" for students not enrolled in GENL 100

9) Continuous Alert System

ILLUSTRATIVE MATERIALS

from

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

SOUTHSIDE

1. Personnel at Southside became increasingly aware of the ignorance of college services within the region.
2. The College community was aware of internal institutional goals and objectives which were set regularly.
3. Together this evolved into the marketing planning process at Southside.
4. Internally the President and Administrators used to work out the marketing plan and then hold planning sessions for college personnel to formulate action steps.
5. Then the action steps were assigned to personnel with a time line for completion.
6. In February, 1983, when Dr. Cavan came to campus, he reorganized the governance structure. He felt they needed a responsive body representative of all levels of the institution to meet in an open forum. the College Council was formed including:

    Presidents' Staff
    Division Chairs
    Director of Continuing Education
    Faculty Representative from each campus
    Classified staff from each campus
    Public Information Officer

7. Council meets at least quarterly.

8. People responsible for action steps are also responsible to present report to College Council on status of the action.
9. Yearly Marketing Plan is used with Quarterly Reports.
10. During each summer, the Presidents' Staff reviews the plan and revises, then sends the plan to the College Council for comment. Each member of the Council is responsible for taking the plan back to their constituency and seeking input.
11. Director of Institutional Research is responsible for having the plan typed and reissued.
12. The final plan is passed by the College Council and Presidents' Staff, with the President having the final vote. Once the plan is accepted, it becomes the Annual Marketing Plan. Copies are distributed to all employees.
13. Presidents' Staff includes Deans, Director of Admissions, Records, and Institutional Research, and Assistant to the President.
14. Enrollment goal setting is done by the Presidents' Staff both by high school and by program. These are sent to Council then down to employees and back up with comments. These then become "sales quotas."

ILLUSTRATIVE MATERIALS

from

TIDEWATER COMMUNITY COLLEGE

TIDEWATER

1. Tidewater Community College Marketing Committee was established in the Spring of 1985 and was charged with developing strategies to enhance the college marketing efforts and increase student enrollment.
2. This was an ad hoc committee of the volunteers representing the college's three campuses and the district office.
3. The Marketing Committee:
    a. Analyzed the service area and student demographics
    b. Established committee goals
    c. Determined strategies to meet goals
    d. Provided guidance and direction to all college marketing efforts

TIDEWATER COMMUNITY COLLEGE
MARKETING COMMITTEE

I. PURPOSE:

To study the college's marketing efforts, in light of declining enrollments, and to recommend objectives and strategies to enhance and improve marketing effectiveness.

II. GOALS:

1. Increased enrollment at each campus.
2. Maintain and improve, as necessary, the college's image as the provider of quality instruction and training.
3. Develop and implement a short-range college-wide marketing plan for the 1985 Summer and Fall Quarters.
4. Develop an on-going college-wide marketing plan.
5. Encourage and support marketing at all levels of the college.
6. Develop a plan for student follow-up studies.

III. DEFINITION:

Marketing should be viewed in its broadest perspective. Tidewater Community College's marketing effort should be concerned with program information, student services, and instructional quality as well as with media-directed promotion and community outreach--with personal relations as well as public relations.

IV. CONCERNS:

1. Student markets: past, present and future
2. Student recruitment
3. Student retention
4. College image
5. Promotional techniques
   a. Internal
   b. External
6. Competition
7. Student follow-up studies
8. College/public school relationships
9. Other

TIDEWATER COMMUNITY COLLEGE

MARKETING COMMITTEE

The Tidewater Community College Marketing Committee was established in Spring 1985 as a means to enhance the college's marketing efforts and increase student enrollments by identifying potential student markets and developing strategies to better attract and serve those markets. An ad hoc committee of volunteers representing the college's three campuses and its district office, the Marketing Committee served to analyze service area and college·student demographics, to establish committee goals and objectives, to determine strategies to meet goals and objectives, and to provide general guidance and direction to the college's marketing efforts. Specific activities designed to meet the several strategies were conducted by sub-committees. The sub-committees, which were chaired by members of the marketing committee, consisted of college personnel interested in and possessing knowledge and skills related to the sub-committees' activities.

The Marketing Committee's initial activities were to analyze data relative to the demographics of the college's service region and its student population and to review the college's existing marketing efforts. Once those tasks were completed, the committee identified the student markets to be developed and suggested marketing activities which would be most effective. Marketing strategies and priorities were then established and sub-committees were formed to implement them.

TIDEWATER COMMUNITY COLLEGE

MARKETING COMMITTEE

STRATEGIES

1. Student Markets: past, present and future
    a. Review student enrollment histories
    b. Study student demographic data
    c. Study service area demographic data
    d. Identify existing student markets
    e. Analyze enrollment trends of each student market
    f. Recommend new student markets
    g. Priortize student markets
2. Student retention
    a Review campus student retention plans
    b. Develop an "early alert/direct intervention" procedure
    c. Conduct telephone interviews with students who withdraw from the college
3. Student recruitment
    a. Recommend guidelines/procedures for high school contacts/visits
    b. Mail letters/information to high school seniors and parents
    c. Analyze media-based promotions
    d. Involve curriculum advisory committees in student recruitment
    e. Establish displays/man information centers at public events/locations
    f. Widely dissiminate financial aid information
    g. Conduct telephone interviews with persons who apply for admission but fail to register

4. College image
    a. Review self-study questionaires and analyze perceptions
    b. Conduct panel discussions with students, past students and employers of graduates
    c. Review "customer relations" issues and procedures
    d. Increase communications with high school guidance personnel
    e. Enhance orientation of part-time instructors

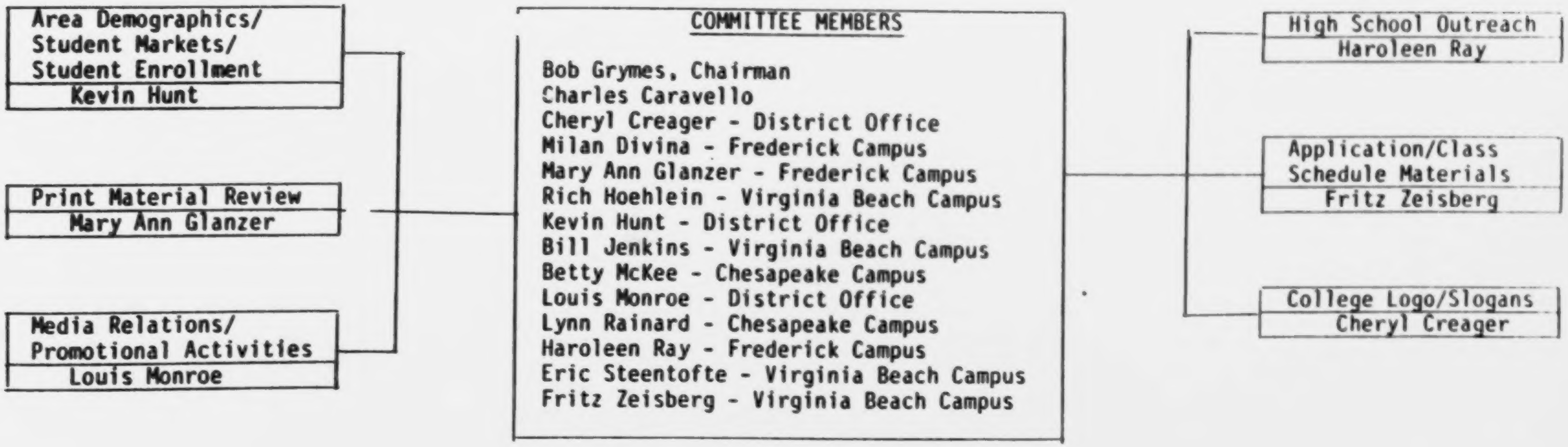
5. Promotional techniques
    a. Internal
        (1) Review quarterly class schedules
        (2) Review informational materials/brochures
            (a) Establish guidelines for the development of informational materials/brochures
            (b) Establish a committee to review materials
    b. External
        (1) Identify funds (source and amount)
        (2) Determine existing promotional efforts
        (3) Analyze state policies, procedures and restrictions
        (4) Develop a coordinated external promotional plan
6. Competition
    a. Identify the college's competitors
    b. Analyze competitors' successes/failures
    c. Recommend strategies to attract similar students--as appropriate to the college's mission
7. Student follow-up studies
    a. Develop a plan to follow-up on transfer students
    b. Develop a plan to follow-up on employed students

    c. Develop a tracking program to monitor student enrollment quarter-to-quarter
    d. Continue to conduct graduate surveys and employer surveys

8. College/public school relationships
    a. Recommend guidelines/procedures for high school contacts/visits
    b. Improve rapport with high school guidance personnel
        (1) Increase communications with high school guidance personnel-subcommittee proposal has been submitted.
    c. Provide general, admissions, financial aid, and other information
    d. Schedule visits to schools to meet with students
    e. Schedule visits on-campus for high school and junior high school students
    f. Participate in high school programs and assemblies

9. Other
    a. Provide release time or over/load pay, or part-time monies, for persons to conduct telephone interviews
    b. Develop an "Information Request" card
    c. Develop an "Admissions" packet
    d. Develop an "Information" packet
    e. Develop a logo/slogan

TIDEWATER COMMUNITY COLLEGE
MARKETING COMMITTEE



Area Demographics/
Student Markets/
Student Enrollment
Kevin Hunt

Print Material Review
Mary Ann Glanzer

Media Relations/
Promotional Activities
Louis Monroe

COMMITTEE MEMBERS

Bob Grymes, Chairman
Charles Caravello
Cheryl Creager - District Office
Milan Divina - Frederick Campus
Mary Ann Glanzer - Frederick Campus
Rich Hoehlein - Virginia Beach Campus
Kevin Hunt - District Office
Bill Jenkins - Virginia Beach Campus
Betty McKee - Chesapeake Campus
Louis Monroe - District Office
Lynn Rainard - Chesapeake Campus
Haroleen Ray - Frederick Campus
Eric Steentofte - Virginia Beach Campus
Fritz Zeisberg - Virginia Beach Campus

High School Outreach
Haroleen Ray

Application/Class
Schedule Materials
Fritz Zeisberg

College Logo/Slogans
Cheryl Creager

Summaries of the sub-committees' activities and results are as follow:

1. **Area Demographics/Student Markets/Enrollment Data**

   The college's office of Institutional Research provided the committee with data relative to the population demographics of the college's service region, area employment and economic conditions, military population and impact, high school graduation rates, and a host of information relative to student enrollments. The proposed data were analyzed by the marketing committee in its initial efforts to understand the college's service region and to identify existing and potential student markets.

   As an outgrowth of that initial data gathering effort, the office of Institutional Research has provided, on a quarterly basis, an enrollment analysis and a report on enrollment trends. That information has proved to be valuable in the college's continuing efforts to know its student population and to work toward improving service to its various student markets. The office of Institutional Research also provided a useful summary of the results of the community survey which was conducted as part of the college's institutional self-study. The office of Institutional Research provided valuable initial data to the Marketing Committee and has continued to provide the data necessary for an effective on-going marketing effort.

The result of the data analysis identified several potential student markets: active duty military personnel, high school graduates, especially those seeking baccalaureate degrees, and business and industrial firms.

Copies of the data analyzed by the committee are included as Attachment A.

2. **Print Material Review**

A print material review was conducted to assess the college's printing capabilities and to develop guidelines which would lead to a uniform printing effort throughout the college. The sub-committee made a thorough review of the college's printing capability, reviewed most of the materials which were printed by the college, and developed a set of guidelines and procedures which would better ensure quality and uniformity in printing.

The sub-committee represented the first of a two-pronged effort to enhance the print materials produced and distributed by the college. The second portion of that effort, a publication review, was recently begun. The final result will be more attractive, more effective, and better utilized publications.

A copy of the guidelines developed by the sub-committee is included as Attachment B.

3. Media Relations/Promotional Activities

The purpose of the media relations/promotional activities review was to analyze the college's promotional activities and assess how it was presenting itself to the public. An extensive review of the college's existing efforts was undertaken and, as a result, some significant changes have occurred. One major change involved the publication in the local newspapers of the college's quarterly schedule announcement. The Marketing Committee found that the quarterly schedule announcement appeared as a double truck (two page) presentation of registration information and was, essentially, a schedule of the college's evening and off-campus courses. It contained no schedule information relative to day courses. That has been changed. Now the college publishes its fall quarter schedule as an eight page tabloid in the area's major newspapers. The tabloid contains all necessary information relative to application, financial aid, and registration as well as a listing of all of the college's course offerings (day and evening, on and off-campus). The double truck format is still employed for the other quarters, with day and on-campus courses being listed as well as the evening and off-campus courses. Registration and schedule announcements appear in all area newspapers and supplements, as do announcements of specific courses and programs of interest. More effective use has been made of the radio announcements of registration information and television spots are now being utilized.

The college's use of the media extends, of course, beyond the announcement of registration dates and the presentation of class schedules. Numerous articles and features of the college's activities, special events, personalities, courses, and programs appear throughout the entire year in newspapers and on radio and television. Literally hundreds of announcements, articles, interviews, and other features are printed and aired annually. These activities and releases are initiated by campus personnel or the Administrative Assistant to the President and all are coordinated by the Administrative Assistant to the President.

An outgrowth of the Marketing Committee's activities has been the development of a college Informational Services Plan. That plan contains the guidelines and procedures relative to promotion and public relations. The Administrative Assistant to the President and the campus directors of Continuing Education meet quarterly to review the plan and to ensure its effective implementation.

The plan is included as Attachment C.

4. High School Outreach

The High School Outreach sub-committee was formed to enchance the college's involvement with area high schools and to increase the numbers and percentages of area high school students attending the college. A review of the then existing practices was undertaken and through the coordination of the campuses Coordinators of Counseling Services, campus plans for greater high school outreach were developed. As a result, every high school in the college's service region -- public and private -- is visited at least quarterly by a counselor and/or faculty member. Greater contact has been established with high school guidance counselors and there has been a noted improvement in the relationships between the college and the school districts within its service region. Curriculum articulation agreements, for instance, are being established with each of the school districts served by the college's campuses and each campus has developed programs/activities designed to get high school students and counselors on campus.

A copy of the High School Recruitment plan is included as Attachment D.

5. **Application/Class Schedule Materials**

A thorough review of the college's application, recruitment, and class schedule materials was undertaken and as a result the college's application packet was redesigned as was the college's quarterly schedule booklet. Those materials are now more readable and the information contained within them more effectively presented.

The review also resulted in a reevaluation of all correspondence sent to students and perspective students and many of them were modified.

A copy of the recommendations for changes to the quarterly schedule book is included as Attachment E.

6. **College Logo/Slogan**

   In an effort to enchance the college's visability in the community, the Marketing Committee determined to develop a new logo and slogan. After much study and review, and several design efforts, a new logo featuring a modernized, action-appearing "TCC" was adopted. The logo design was developed by one of the college's graphics artists and has been incorporated onto the college's stationery and all other official and promotional materials. A slogan, "A Great Start In Any Direction", was also adopted and is currently in use. An outgrowth of the new logo design has been the redesign of the college's parking stickers which have been enlarged and prominently displays the new "TCC" emblem.

   A comparison of the old and the new logos is included as Attachment F.

The true test of any activity is the result of its efforts. The efforts of the college's Marketing Committee have resulted in increased visability of the institution throughout the Tidewater area, more numerous and more effective appearances within local media, greater involvement with its various student markets, and increased enrollments -- and, thus, more students served. In terms of enrollment growth, the following are highlighted:

a. College enrollments have increased from 14,023 H.C. and 6,814 FTES (end-of-quarter) in Fall 1985 to 15,605 H.C. and 7,636 FTES (end-of-quarter) in Fall 1986.

b. Active military enrollments have increased from 687 students in Fall 1985 to 918 students in Fall 1986.

c. Business and industry contract enrollments have increased from 1,054 enrollments in Fall 19i85 to 1,784 enrollments in Fall 1986.

d. Enrollments of area high school graduates have increased from 881 students in Fall 1985 to 1,051 students in Fall 1986. The college's "share" of area high school graduates also increased from 12.94% in Fall 1985 to 14.70% in Fall 1986.

e. Enrollments of new students increased from 2,938 students in Fall 1985 to 3,514 in Fall 1986.

It would be erroneous, of course, to attribute all of the enrollment increases to the college's marketing efforts, but those efforts undoubtedly have contributed significantly.

It would be equally erroneous to assert that all of the college's marketing efforts are the result of the Marketing Committee's activities. Effective marketing practices have always existed at Tidewater Community College and have produced exceptional results.

The academic divisions and the offices of Continuing Education produce and distribute thousands of pieces of course and program promotional materials each year. Faculty and staff members appear on talk shows and make presentations to countless civic and professional organizations. The Admissions and Records offices mail thousands of reminders of registration dates and opportunities to students and prospective students, as do the Financial Aid offices with financial aid information. The colleges marketing efforts have been and continue to be ongoing. Hopefully, the Marketing Committee has led to the enhancement of some practices, the improvement of some others, and has caused increased awareness of the role of marketing in promoting the institution and its programs, and has engendered a greater sensitivity to students and their needs.

ILLUSTRATIVE MATERIALS

from

RAPPAHANNOCK COMMUNITY COLLEGE

RAPPAHANNOCK

1. Initiation of a Marketing Task Force in June 1985 charged with developing a formal marketing plan particularly emphasizing the long-range view.
2. Recognition of need for self-education as to what a marketing plan was and how it related to the mission of the college. Identification of institutional strengths and weaknesses.
3. Representation on the Task Force was equally divided among administration, faculty, and classified staff.
4. The Task Force divided its work into three stages:
    Institutional Operations
    Improving Client-Centeredness
    Conceptualization of the RCC Product
5. Recommendations from the Marketing Task Force ranged from administrative reorganization to creation of a visual image campaign.
6. While not all of the recommendations were immediately implemented, the impact of those instituted was an increase in part-time student enrollment in both Fall and Winter quarters to the highest level in the college's history.

Rappahannock Community College Image:
Action Plan

I. INTRODUCTORY COMMENTS:

Now is the time to seize the opportunity to build a strong image for our college and to plan for the introduction of that image within our service region. As the "RCC New Look" is introduced and displayed, the time is perfect to educate the people within the service region about the college's:

PURPOSE
PHILOSOPHY
GOALS

There is a strong, new, and exciting message to accompany the RCC Image/Look.

The extent of change involved in creating the college's new image is not known at present. It may be that:

- There will be little change but new ways of presenting ourselves.
- There will be a totally new look and image with definite plans for promotion.
- There may be the retention of some of our present symbols and image coupled with some new as well.

Whatever results, it will be clear, direct, strong, appealing, positive, and representative of Rappahannock Community College and its purpose, philosophy, and goals.

The following is how RCC will achieve the charge our Local Board has given us.

II. ACTION STEPS AND TIMEFRAME:

	ACTION STEP:	**TIMEFRAME:**
A.	An outside professional shall be identified and charged to create for the college, several image concepts based on our Mission, Purpose, Philosophy, and Goals. o The Development Office willwork with the President to address this task. o The Administrative Staff, a subgroup from the Marketing Taskforce, and representatives from the Public Relations Committee of the Local Board, RCC/EFI, Alumni, Public Releations Team, and students will meet with the outside professional to provide understanding, direction and needed information.	By February 1, 1987

B.	The image concepts will be presented to the Public Relations Committee of the Local Board. o The committee will select an image concept for further development.	By Early March, 1987
C.	The RCC Local Board will take action on the image package.	Regular May 1987 Board Meeting
D.	The RCC Public Relations Team, working with the Coordinator of Institutional Development, shall develop faculty and staff packets and an audio/visual presentation(if possible) which will introduce and explain the RCC image. o An all-college meeting will be held to present the image information to the RCC faculty and staff.	By the end of the spring 1987 quarter
E.	The Public Relations Team, working with the outside professional and Coordinator of Institutional Development, will develop a more detailed application of the image program relative to print and other media forms.	Summer 1987

	o This group will draft appropriate policy statements and procedures addressing the college's image through media. Media packets will be developed and distributed. o The Administrative Staff will receive and act on the proposals.	
F.	The Marketing Taskforce will work with the application of the image in terms of human interaction and relationships. o Will continue to focus on client centeredness and internal climate. o Administrative Staff will review and act on recommendations.	Summer 1987 and on-going.
G.	A public announcement of the "RCC Look" will be made at a reception held for that purpose o The new RCC message will be part of this announcement.	By mid-September 1987.
H.	Each RCC off-campus center will have a grand community opening. o Introduce the "RCC Look," the "RCC Message" and the new off-campus center.	Fall 1987

I.	The Speaker's Bureau will be active in arranging for programs throughout the service region. o The fall programs will be "RCC Image and a New Message."	Fall 1987
J.	Recognition and understanding within the service region of the RCC New Look - New Message.	By January 1988 and on-going.

ILLUSTRATIVE MATERIALS

from

PAUL D. CAMP COMMUNITY COLLEGE

PAUL D. CAMP

1. Marketing Task Force appointed by President charged with developing a plan for marketing PDCCC. First Task Force consisted of Administrative Assistant to President, College Business Manager, Coordinator of Admissions and Records, Director of Continuing Education, A. V. Technician and two faculty members from each of the two College divisions.
2. Task Force conducted preliminary research for a situation analysis:
   - o survey of strengths and weaknesses noted by students
   - o Boston Consulting Group Portfolio Model of programs by Administrative Staff
   - o Community attitude survey
   - o Analysis of "best selling" courses and programs
3. Introduced marketing concept to college community with presentation by Marketing Task Force during Fall orientation week of 1985. Presentation based on the following model:

   Product
   Development
   Communication
   Consumers
   Campus
4. Expanded Task Force presented first formal plan for marketing college in Spring 1986.

5. Faculty member given release time to work with Task Force to implement plan.
6. Presentation of initial concept for visual image campaign seeking design suggestions from all employees during Fall orientation week of 1986.
7. Conducted full-day, all-college retreat to begin internal relations audit to identify objectives.
8. Employed modified Delphi techniques of repeated ranking of previously identified priorities by all employees to refine objectives.
9. Official College Seal adopted as well as new logo to enhance visual image. Consumer research done in conjunction with SACS Self-Study. Comprehensive public relations campaign initiated as well as program development with additional organizations within the Service Region.

HIGH SCHOOL OUTREACH

PREPARED BY WORKING GROUP III

Linda G. Sheffield, SsVCC, Chairman
Sally F. Fulton, BRCC
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Richard A. Ughetto, RCC

HIGH SCHOOL OUTREACH

A review of the high school outreach activities going on within the Virginia Community College System reveals diversity, ingenuity, and a careful nurturing of a cooperative relationship between the community college and the high schools in the college's region. There is a mutual recognition that the comprehensive high school and the comprehensive community college have much in common, as indicated by the following quotations from Dale Parnell's The Neglected Majority:

> *The comprehensive high school and the comprehensive community college work on the basis of a not-so-visible or dramatic definition of excellence. They seek the development of a highly diverse potential in all students*. Certainly these schools and colleges want a well-prepared entering student. However, there are many kinds of talents and many kinds of excellence. These institutions focus on progress in learning and in value added: where was the student upon entry and did he or she make progress?
>
> ... Comprehensive high schools and comprehensive community, technical, and junior colleges *must be* concerned with improving the educational program and performance of the ordinary student *along with* the baccalaueate-degree-bound student. It is not an either/or proposition. [1]

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[1] Dale Parnell, *The Neglected Majority*, (The Community College Press, 1985, pp. 5-6, 17. Emphasis is from the text.

In the following pages an attempt is made to recognize a sampling of the kinds of high school outreach programs which are being conducted within the VCCS. Such activities include programs to get students on campus; contacts with high school administrators, counselors, superintendents and faculty; collaborative arrangements and articulation agreements; and extensive recruitment strategies. Neither the schools highlighted nor the activities mentioned is meant to be an exhaustive list, quite the contrary. Those colleges which are cited are meant to provide "food for thought" and to encourage colleges within the system to expand their current recruitment activities. Comprehensive outreach programs are expected to be found in large community colleges such as Northern Virginia Community College but equally comprehensive outreach programs are found in smaller community colleges located in rural areas such as Southside Virginia Community College.

NORTHERN VIRGINIA COMMUNITY COLLEGE

At NVCC (or NOVA, as it is known locally), each of the five campuses is fully committed to a comprehensive high school outreach program. Although each has its individual characteristics, they share many general efforts. Those general characteristics are discussed herein, with specific examples attached at the end of this chapter, along with the contact person for each of the programs.

High school outreach is categorized as part of the marketing liaison program. As such, the counseling staff has in place a liaison/marketing file for each of the public and private high schools within the geographical confines of a respective campus. For instance, the Annandale campus has folders on 13 public and three private high schools assigned to it for liaison purposes. The folders contain pertinent demographic information on each of the high schools, along with the marketing objectives for that school that have been prepared by the appointed Liaison Coordinator. Records are maintained throughout the year that show names, extension numbers of each guidance counselor and other key personnel, the number of students by grade level, racial and ethnic breakdowns, and other important characteristics of the student body. Other comments are also written pertaining to each school's distinctive characteristics. Faculty and administrators at each high school are invited to contribute statements about specific high schools in the hopes that all the information collected will provide NOVA counselors with a comprehensive, campus-wide approach to high school outreach. The goal of this program is to achieve a greater visibility for NOVA counselors in area high schools, and to establish increased rapport and working relationships with high school personnel.

NOVA personnel participate in all high school-sponsored College Night programs. Seniors at all high schools receive an information packet in May about NOVA. In addition, high schools have cooperated with NOVA by sponsoring group visits of students to the NOVA campuses and include presentations about NOVA's academic programs, admission, and financial aid information, counseling services, and a lunch with counselors and Student Government Association officers.

Special programs are presented throughout the year to NOVA's area high schools, such as workshops concerning career decision-making, evening workshops with parents and junior and senior high schools students on topics such as "Jobs in the Eighties," and "Planning for Financial Aid for College." Counselors serve as liaison for NOVA faculty members who might be able to go into the high school and serve as guest lecturers for a day in their respective academic disciplines. In addition, counselors participate annually in Spring Job Fairs, particularly those targeted for Seniors still not certain of their plans following graduation.

Activities that have been initiated by one or more of the NOVA campuses include a special dinner on the Annandale campus for Fairfax County high school principals to discuss vocational articulation between the high schools and NOVA. Counselors have also made presentations to two Elementary and Junior High School Fairfax County ESL Lead Teachers and Adult Basic Education personnel. At some of the campuses, student ambassadors (present NOVA students who have graduated from the high school to be visited) accompany NOVA counselors in recruiting efforts. One other effort being conducted as part of the high school outreach effort is a Mass Media Workshop held for high school students. Yearbook editors, high school English/Journalism faculty, and members of the news media are invited to attend a day-long workshop featuring local radio/TV personalities and Public Relations practitioners in the area as guest speakers on specific topics related to high school students who want a career in a mass media field. Participants receive a packet of information about NOVA in a NOVA folder along with a pad of paper and whatever else they will need to participate in the workshop. This is provided free of charge to the high school students.

One other important high school outreach activity made by NOVA is a letter of congratulations that each graduating high school senior receives from Dr. Ernst.

This letter invites the graduate to think about attending NOVA and contacting a counselor or the admissions office for more information about NOVA and its programs/activities.

Contact Person: Dr. Max L. Bassett, Dean of Academic and
Student Services,
Telephone: (703) 323-3195

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

Like Northern Virginia Community College, SOUTHSIDE VIRGINIA COMMUNITY COLLEGE is committed to a comprehensive high school outreach program. At Southside, high school recruitment is "everybody's" job and the outreach program is a year-round program. The total program includes seven major components: (1) Direct Mail; (2) Personal contact with high school superintendents, principals, counselors, and faculty; (3) High school visitation; (4) Bringing high school students to the SVCC campus; (5) Articulation agreements; (6) Cooperative arrangements; and (7) Special summer activities.

By November of each year the Office of Admissions obtains a mailing list of all high school seniors in the 15 service area high schools. Following this a series of nine letters are mailed including: (1) It's Not Too Late Mailing, (2) Winter Quarter Restarts Mailing, (3) College Transfer Mailing, (4) Health and Public Service Mailing, (5) President's Letter with General Information Brochure, (6) President's Letter with Outcomes Brochure to Parents, (7) Business Programs Mailing, (8) Technologies Mailing, and (9) It's Not Too Late Mailing with General Information Brochure. In addition a letter from the President is sent to the parents of high school juniors obtained from the student search list. Along with this letter is sent the Academic Quality Brochure.

Personal contact is maintained throughout the year with all high school superintendents, principals, counselors, and faculty. The President's Staff and Division Chairs meet on a quarterly basis with the 10 public school superintendents. These meetings are hosted on a rotating basis with SVCC and the local school systems. The host school is responsible for providing lunch for the meeting but the President's Office at SVCC is responsible for establishing the agenda for each meeting. These meetings have provided opportunities for fruitful exchanges of information and have resulted in the development of both articulation agreements and cooperative arrangements. In addition to the quarterly superintendents' meetings the campus provosts are responsible for taking the high school principals to lunch on a regular basis and the college counselors take their high school counterparts to lunch regularly as well. Faculty members are encouraged to develop contacts with their high school colleagues, and do so through providing guest lecturers, demonstrations, and inviting high school classes to campus.

High school visitations are the responsibility of the college counselors, student activities assistants, and the part-time recruiters. Each of the 15 high schools within the service area is visited on a regular basis. Some of these visits involve meeting and talking with students during lunch, while others result in talking with specific classes or clubs. Still other visits may be to talk with a specific student who has been recommended by a counselor in that high school. Some high schools have been receptive to an "SVCC Day" at the local school.

Everyone at SVCC is of the opinion that if high school students visit the campus they will be impressed with the faculty and staff and with the campus itself. Bringing students on campus is an important part of the high school outreach total program. A variety of activities are conducted by the college each year to accomplish this objective including: (1) "Spend a Day at Southside", (2) Hosting of area high school "College Night", (3) Participation in high school career days, (4) Hosting of high school "Career Fairs," (5) Conducting the "Battle of the Brains" contest for service area high schools, and (6) Sponsoring a high school math contest in conjunction with VCU. The Southside Virginia Community College Honors Program was implemented in the fall of 1983 and since that time the college has held an annual reception for potential Honors Program students on both the Christanna and the John H. Daniel Campuses. Parents as well as students are invited to the reception and it provides an excellent mechanism for not only talking about the college Honors Program but also for explaining the benefits of attending SVCC.

Articulation agreements and cooperative arrangements with service area high schools have proven to be valuable recruiting tools. Both formal and informal articulation agreements are in place for secretarial, clerical, automotive, electrical, nursing, and electronics courses. A number of cooperative arrangements have been developed with service area high schools including: (1) Offering courses in the high school for talented and gifted students with the school system paying the tuition and book costs, (2) Busing high school vocational students to SVCC from Brunswick, Charlotte, Lunenburg County schools with the school system once again paying the tuition and book costs, (3) Conducting summer school for some county school systems, and (4) Providing regular night college courses to high school talented with the school system paying the college tuition.

Last but certainly not least are the summer programs operated for both high school students and pre-high school students. During the summer SVCC operates a Summer Student Transition Program and a JTPA summer program, SYEP, as well as Computer Camps for pre-high school students. During the summer and throughout the regular academic year, the college also offers SAT prep courses.

Contact Person: Dr. John D. Sykes, Jr., Director of Admissions, Records and Institutional Research
Telephone: (804) 949-7111

Virtually all of the colleges within the VCCS have effective high school outreach programs of one sort or another. The Piedmont Virginia Community College Area High School Counseling Partnerships, the Germanna Community College Contact Team, and the Rappahannock Community College Prominent Citizen Contact Campaign are included as exemplary innovations.

PIEDMONT VIRGINIA COMMUNITY COLLEGE

PIEDMONT VIRGINIA COMMUNITY COLLEGE is unique in its approach to high school outreach with its "Area High School Counseling Partnerships."

In the fall of 1984, Piedmont Virginia Community College and Charlottesville High School initiated a joint counseling partnership aimed at developing a mutual effort to assist high school students in the career decision-making process.

For the 1984-85 academic year, a community college counselor served as a full-time counselor on the Charlottesville High School guidance staff. The counselor maintained a caseload of freshmen, sophomores, and juniors (approximately 200) and worked with undecided seniors regarding their post-secondary career plans. Although the counselor worked primarily at the high school, she returned to the community college one day each week to provide counseling services and to stay in tune with current academic advisement for incoming students. The position was jointly funded between Piedmont Virginia Community College and the Charlottesville City School System.

The C.H.S./P.V.C.C. counseling partnership continued in the 1985-86 academic year. During this second year, the counselor did not maintain an underclassman high school caseload but rather worked with undecided juniors as well as undecided seniors. The counselor spent three days at Charlottesville High school and two days at P.V.C.C. and once again the position was jointly funded.

In the fall of 1986, the partnership was expanded to include Albemarle High School, one of the two local county high schools. A second P.V.C.C. counselor was hired and assigned to continue the existing program at Charlottesville High School. The "veteran" counselor was reassigned to initiate the program in the new high school (A.H.S.). The C.H.S./P.V.C.C. counselor works three days at the high school and two days at the community college. The A.H.S./P.V.C.C. counselor spends three days at Albemarle High School, one day at Charlottesville High School and one day at P.V.C.C. During the 1986-87 academic year, the veteran counselor is establishing the program in the second high school, offering guidance and support to the present program at C.H.S., and keeping in touch with the high school graduates who chose to attend P.V.C.C. after graduation in an effort to ease the transition from high school to college. Both counseling positions are mutually funded between Piedmont Virginia Community College and the City and/or County School Systems.

The counseling partnerships have proven successful to both P.V.C.C. and the participating high schools. A third local high school will join the partnership in early, 1987. Naturally, one of the distinct advantages of having community college counselors working in the local high schools is the light-touch recruitment effort that results. Declining statewide enrollment in the 18-22 year-old population poses a concern to all community colleges. Being able to work on-site while achieving cooperative, productive partnerships with high school guidance staffs, teachers, and administrators provides a critical contact for the community college and also adds professional staff for the participating high schools.

The future of the counseling partnerships rests with adequate funding from the community college and local high schools. Continued expansion to additional high schools within Piedmont Virginia Community College's service area has been requested, but it is also contingent upon funding. Since the advantages have been well documented, it is expected that the partnerships will be renewed and continued pending availability of funds from the participating schools.

One might ask if this program is really working. Current figures indicate that the retention rate for those students attending P.V.C.C. from the Charlottesville High School class of 1986 is 86.0% for the 1987 winter quarter.

Contact Person: Ms. Jan Hassan, Counselor
Telephone: (804) 977-3900 Ext. 311
or
Ms. Elizabeth Noone, Counselor
Telephone: (804) 977-3900 Ext. 311

GERMANNA COMMUNITY COLLEGE

Both the P.V.C.C. "Area High School Counseling Partnerships" and the GERMANNA COMMUNITY COLLEGE Contact Team are designed to recruit that "great mass of individuals in the middle quartiles of the typical high school student body. That seventy-five percent of our high school graduates who do not complete the baccalaureate degree." (Dale Parnell, The Neglected Majority, pp. 16-17)

Approximately one year ago, Dr. Jack Sasser, Dean of Instruction and Student Services at Germanna Community College, initiated a program, which is called the GCC Contact Team. The basic idea behind GCC Contact Teams is to provide an outreach effort into high schools located in Germanna's service region which would improve communication between the high schools and the college.

This effort is accomplished by having Germanna faculty, staff, and administrators meet with their counterparts in the high schools on a regular basis, usually once a week or once every other week. The initial contact was with area school superintendents and high school principals to acquaint them with what Germanna hoped to do. Then a time was arranged with high school counterparts.

Phase I of the plan provides the high school counterparts with an Introduction to Germanna; what the college is about - the commitment to excellence in teaching and service, the broad mission and what specific programs GCC offers to meet the goals of the mission.

Phase II is a step-by-step plan of how information is disseminated on a regular and timely basis to the high schools. This information includes quarterly schedules of classes, catalogs, financial aid information, informal good news about what is happening at GCC, etc. This information is taken to the local high schools by Germanna faculty, staff, or administrators. College personnel are assigned a school which is located on their route either to the college or from the college. This makes it easy for the college representative to stop by the high school either going to or from the college.

Phase III is the identification of the "neglected majority" student and how to reach them.

Phase IV is the plan for the implementation of articulation agreements.

The following outline of the contact Team Phases provides an overview of the total program.

I. INTRODUCTION TO GERMANNA

A. What -

1. Excellence in Teaching and Service

2. Broad Mission

a. Developmental

b. Honors

c. Transfer

d. Technical/Occupational

B. To Whom - Superintendents, Principals, Counselors, and Faculty

C. By Whom - President, Dean, Contact Team Members

II. DISSEMINATION OF INFORMATION

A. What -

1. Quarterly Schedules

2. Catalogs

3. Financial Aid Information

4. Information for Bulletin Board

5. Information for Public School System Newsletters

6. Information for PTA Meetings

7. Good News about Germanna

B. To Whom - Principals, Counselors, and Faculty

C. By Whom - Contact Team Members

II. IDENTIFICATION OF ORDINARY STUDENT

A. What - Determine Who and Where They Are

B. To Whom - Principals, Counselors, and Faculty

C. By Whom - Contact Team Members

IV. IMPLEMENTATION OF ARTICULATION AGREEMENTS

A. What - Plan, Design, and Implement Articulation Agreements

B. To Whom - Principals, Counselors, Faculty, and Potential Employees

C. By Whom - Contact Team Members and Corresponding Germanna Faculty Members

Contact Person: Dr. Jack Sasser, Dean of Instruction and Student Services
Telephone: (703) 399-1333

RAPPAHANNOCK COMMUNITY COLLEGE

At RAPPAHANNOCK COMMUNITY COLLEGE, a recently developed "Prominent Citizens" contact campaign has begun to pay dividends in student interest and potential enrollment. In each county of the college service region, a prominent citizen (the commonwealth attorney, a doctor, a bank president, etc.) volunteers to write a personal letter to high school graduates in his or her county who have demonstrated the potential for academic success but who have not yet decided to attend college. The list of students is provided by the high school. The author of the letter stresses the importance of higher education and the benefits of beginning an education program locally at Rappahannock Community College.

The same approach is being planned for students whose interests and abilities seem geared toward vocational programs. There, of course, the prominent citizens will be those who have risen through vocational ranks.

Contact Person: Wallace L. Lemons
Telephone (804) 758-5324

FINANCIAL AID AS A MARKETING TOOL

PREPARED BY WORKING GROUP II

Robert J. Grymes, Jr., TCC, Chairman
Perry Carroll, MECC
Gerald Carson, LFCC

FINANCIAL AID AS A MARKETING TOOL

I. INTRODUCTION

One of the student marketing ideas identified by the Virginia Community College System Marketing and Retention Recognition Task Force was the "Use of Financial Aid as a Marketing Tool". From the literature submitted by the Colleges, the Task Force recognized as exemplary the program at Mountain Empire Community College. The intent of this program is to encourage people to attend the institution by:

1. Gaining recruitment accessibility to high school seniors through providing financial aid application workshops to all local high schools and;
2. Removing the financial barrier to educational access through increased availability of financial aid to both traditional and non-traditional students.

Realizing that many people choose to attend college, but decide against it because of the prohibitive costs, institutions must devote the resources necessary to remove this barrier to educational access. Most often the means of removing this barrier is through making financial aid more accessible to prospective students and letting them know about it.

II. DESCRIPTION OF THE PROGRAM

HIGH SCHOOL RECRUITMENT PROGRAM

In 1980 Mountain Empire Community College was experiencing difficulty gaining entrance to high schools when the sole purpose of the visit was recruitment. That year several college personnel attended a presentation by consultant Thomas LaBaugh on "Service" as a marketing device. As a result the college developed an entire recruitment program around the theme of providing a service to the high schools at each visit. The most popular service has become providing assistance with the financial aid application process. Guidance counselors are not equipped to handle the often complicated process of applying for financial aid, and they more than welcome the college to conduct workshops in their schools. This entire high school financial aid service is available to all high school seniors regardless of where they plan to attend college the following year.

Of course, the staff must be properly trained before attempting to provide this service. Therefore, Staff development is provided annually through attendance at the College Scholarship Service updates and the Southern Association of Student Financial Aid Administrators Regional Conference. All staff members are kept up-to-date with any changes in federal, state, and local financial aid programs. As a result of this extensive staff development program, the Financial Aid Office staff is considered by high school guidance counselors as the authority on the subject. Thus, when counselors have questions they always call Mountain Empire Community College first.

Guidance Counselors Workshops have been conducted annually since 1979. Mountain Empire Community College Financial Aid Office personnel conduct an update for counselors on all the federal, state, and local financial aid programs, followed by a luncheon sponsored by the college. A guest speaker is also invited to deliver a presentation on a contemporary topic in counseling.

How-to Workshops for all High School Seniors are conducted during the months of December through February. All seniors are given a copy of a Financial Aid Form and Receive a presentation on how to complete the form properly. The purpose is to encourage early and accurate applications. Students are given pointers on do's and don't's of the application process, as the FAF is presented item-by-item. Students receive the college's toll-free number for future assistance. Mountain Empire Community College usually gets a chance to promote their educational programs at these sessions.

The student workshops are followed by Parent Workshops in about two weeks. These are generally conducted in the evening at each high school, and the parents receive a presentation similar to the one previously given to the seniors. Parents also receive the toll-free number to call for future assistance.

After the students and parents have had several weeks to complete the forms, the college offers a computerized needs analysis workshop in the high schools. Students and/or parents bring in their completed Financial Aid Forms and Federal Income Tax Returns and receive an individualized analysis of the family's financial status and their ability to pay for a college education. The student is given a printout of the needs analysis and it is explained by one of our trained personnel. This printout shows the student how much the family will be expected to contribute toward the student's education next year, and approximately how much financial aid the student can expect to receive. This document also includes the name of the person in the college's financial aid office who is helping with the form, and the toll-free phone number should questions arise in the future.

At this point the college representative also takes the opportunity to explain specifically how much financial aid the student could expect to receive at Mountain Empire Community College. If the student is considering another college a few minutes are taken to explain what Mountain Empire Community College has to offer and the advantages of attending the community college. At no time do the representatives criticize another college. They simply point out Mountain Empire Community College's advantages. Many times a student will decide at this point to complete an application for admission to Mountain Empire Community College. Ofter students will remember this session later when they return home after a not-so-great experience at another college or university, and decide to call that person who showed an interest in them six months ago. This session is ended by creating a folder on the student which includes a copy of the Financial Aid Form and the needs analysis. This folder is maintained in the Financial Aid Office and is used when the student calls with future-questions.

Several direct mailings are made to each high school senior in the service area. A data base is developed in the fall which contains the name and address of approximately 1,300 seniors. Brochures are developed by the Financial Aid Office and printed on-campus. One such brochure informs a prospective student of how much PELL Grant he will receive based on the Student Aid Index number which appears on the Student Aid Report. It also points out how much PELL is left after tuition, which may be used to cover additional expenses. The fact is stressed that a student can usually attend Mountain Empire Community College without using student loans which have to be repaid. Another brochure is mailed to the parents of each senior, which compares college costs, shows what financial aid is available, and tells how to apply for financial aid. A postage paid reply card is attached.

After fall quarter registration, a database is used to generate a printout by high school of recent graduates who enrolled at Mountain Empire Community College, how much aid each received, and their curriculum of enrollment. This printout is labeled confidential and mailed to the respective guidance counselors. These counselors appreciate receiving this follow-up information, since they are able to show their principals who many total dollars they were able to obtain for their graduates who are attending Mountain Empire Community College.

A toll-free phone number (1-800-521-FREE) is publicized to all seniors and throughout the community. This number may be used to call either the Admissions or Financial Aid Offices. Students receive help by phone with completing their financial aid forms, or can make an appointment via the toll-free line.

NONTRADITIONAL STUDENT RECRUITMENT PROGRAM

Mountain Empire Community College has increased its nontraditional student enrollment each year since 1979. These increases have relied heavily upon the availability of financial aid to help pay college costs.

Nontraditional students are not as captive an audience as a high school senior class. Therefore, the college must publicize the availability of financial aid and classes, and go out to where these students live. The College does not rely on students coming to the campus to apply for financial aid. Town meetings are publicized in each community every quarter prior to registration. Mountain Empire Community College realizes that it must first locate the funding to pay for the student's tuition and books, before talking with them about which classes to take. Most nontraditional students begin as part-time students, but many later become full-time.

Each summer a GED mailing list is obtained, which includes everyone who passed the test in our service area during the past year. This list usually contains approximately 500 names. A brochure is mailed to each person encouraging them to continue their education in one of the programs at Mountain Empire Community College. Since most GED recipients show financial need, financial aid eligibility is heavily stressed.

Walk-in students who show up on registration day with no financial aid forms completed, were a real problem for the college until a Pell Receivables Account was developed. Students who apply for a PELL Grant during registration will receive a Short Term Loan for tuition and books, if our computer program indicates they are eligible to receive the grant. The loan is backed by the expectation of the future receipt of PELL Grant money. As many as 300 students per quarter have been allowed to attend college because of the PELL Receivables Account.

Mountain Empire Community College is one of two colleges in the state of Virginia which uses only the Application for Federal Student Aid. All other colleges and universities require student to apply for financial aid using the Financial Aid Form. There is a $7.00 processing fee for the FAF while the AFSA is processed free-of-charge. Since both forms provide the same family contribution information the college feels that it is in the student's best interest to use the free form, thus removing a major barrier to obtaining financial aid.

III. RESULTS

Student Recipients of Financial Aid

Year	Recipients	% Increase
1978-79	175	---
1979-80	384	119%
1980-81	536	40%
1981-82	661	23%
1982-83	685	4%
1983-84	1049	53%
1984-85	1203	15%
1985-86	1371	14%

Total Financial Aid Disbursed in 1985-86

$1,793,925

Fall 1986 Statistics

	College-wide	Financial Aid Recipients	%
FTES	1517	899	60
Full-Time	958	763	80
% of Financial Aid Recipients carrying 12 or more credits=			69

IV. RESOURCES

In 1980 Mountain Empire Community College combined the Office of Financial Aid and the Office of Admissions and Records into one organizational unit. The Office of Financial Aid was placed under the direction of the Director of Admissions, Records, and Financial Aid. Other staff consisted of a Financial Aid Officer and Secretary. In 1982 the college added an Assistant Financial Aid Officer and in 1987 a second secretary. The administration has also been very supportive in purchasing computer equipment, an up-to-date filing system, and a toll-free phone system. Membership is maintained in NASFAA, SASFAA, and VASFAA through which extensive training is provided for all staff members annually. In 1979 the Director developed a computerized uniform methodology needs analysis program on an Apple computer. The Apple was chosen because it is the brand readily available in the high school guidance offices. The program computes needs analysis using both uniform methodology and Pell Grant analysis, and has been updated annually since 1979. This porgram was developed, written, and is maintained by a professional member of the financial aid community. The Financial Aid Office also utilizes other agencies, such as Talent Search and Equal Opportunity Centers, which assist students applying for financial aid.

Only with the tremendous resource support from the college President and the Dean of Academic and Student Services, is the Financial Aid Office able to provide the level of services to their clientele that have been described.

V. VARIATIONS

The literature received from the various colleges of the Virginia Community College System indicates that others have also made efforts in recent years to use financial aid as a marketing tool.

The financial aid program involvement in recruitment at Virginia Highlands Community College consists of conducting financial aid workshops for seniors and parents at each high school in the service area. The Director of Admissions, Records, and Financial Aid and the Talent Search Counselor conduct these how-to workshops where they explain in detail how to complete the Financial Aid Form. All types of local, state, and federal aid are also discussed. Students are assisted regardless of where they plan to attend college next year. During the winter of 1987 approximately 550 seniors and 45 parents attended Virginia Highlands Community College workshops. Of these, 256 indicated an interest in attending Virginia Highlands Community College. As a result of the financial aid recruitment effort the college enjoys one of the highest full-time student ratios of any community college in Virginia.

Southwest Virginia Community College has also taken steps toward utilizing the financial aid program in student recruitment.

VI. BACKUP MATERIALS

Application for Federal Student Aid

Financial Aid Needs Analysis Report

Application for Federal Student Aid

1986 – 87 School Year

FORM APPROVED
OMB NO. 1840-0110
APP. EXP. 6/30/87

U S Department of Educatio
Student Financial
Assistance Programs

NOTICE

You can use the Application for Federal Student Aid (AFSA) to apply for financial aid from Federal student financial aid programs, including the Pell Grant Program. If you fill out the AFSA, you will be considered for Federal student aid. But for most State or private aid programs you will have to fill out other forms. To find out more about which form you should use, contact your high school counselor, financial aid office, or State scholarship agency. You'll find more information about Federal student aid programs on this page.

Be sure to read "Information on the Privacy Act and Use of Your Social Security Number" on the back cover of this booklet.

WARNING: It is important that you fill out this application accurately, even though it may be difficult and time-consuming. **Completing this form incorrectly will cause you serious problems.** Your school or the U.S. Department of Education can check the accuracy of the information on this form through a process called verification. If you are selected for verification, you may not receive any Federal student aid until you have provided a 1985 U.S. tax return, the worksheets in this booklet, and other proof that your information is correct. If it is not, you will have to correct it and it will take a lot longer to get your financial aid, if you are eligible.

If you are selected for verification and don't provide these records, you will not get your money. If you get Federal student aid based on incorrect information, you will have to pay it back; you may also have to pay fines and fees. If you purposely give false or misleading information on your application form, you may be fined $10,000, receive a prison sentence, or both.

What Is This Application For?

You can use the form in this booklet as the first step in applying for financial aid from five student assistance programs offered by the U.S. Department of Education. There are two versions of the application form in this booklet, each with its own set of instructions. You will fill out only one of the forms. The one you fill out depends on your financial relationship to your parents.

The five student assistance programs can help you pay for most kinds of education after high school, whether you are attending a professional school, a vocational or technical school, or college. This application is for Federal financial aid for the 1986 – 87 school year (July 1, 1986 – June 30, 1987).

The information on this page will answer some of your questions about these five programs. The instructions in this booklet will tell you which form to fill out and what information you have to provide on the form. If you have any questions after you have read the instructions, talk to your high school counselor or the financial aid administrator at the school you want to attend.

What Are The Five Federal Financial Aid Programs?

· Pell Grants

Pell Grants are awarded to students who need money to pay for their education or training after high school. A Pell Grant is not a loan, so you don't have to pay it back. To get a Pell Grant, you must be an undergraduate who does not already have a Bachelor's degree. You must also go to school at least half-time.

· Supplemental Educational Opportunity Grants (SEOG)

SEOG's are also grants; you don't have to pay them back. To get an SEOG, you must be an undergraduate who does not already have a Bachelor's degree. Usually you must be going to school at least half-time. However, some schools award SEOG's to a few students who are less than half-time.

· College Work-Study (CWS)

CWS jobs let you earn money to put toward your school expenses. These jobs are for both undergraduate and graduate students. Usually you must be going to school at least half-time. However, some schools award a few CWS jobs to students who are less than half-time.

· National Direct Student Loans (NDSL)

NDSL's are low interest loans made through your school's financial aid office. You must repay this money. These loans are for both undergraduate and graduate students who are going to school at least half-time.

· Guaranteed Student Loans (GSL)

GSL's are low interest loans made to you by a lender such as a bank, credit union, or savings and loan association. You must repay this money. These loans are for both undergraduate and graduate students who are going to school at least half-time.

1987-88 FINANCIAL AID NEEDS ANALYSIS REPORT

Compliments of the
OFFICE OF STUDENT FINANCIAL AID
MOUNTAIN EMPIRE COMMUNITY COLLEGE
Ph Local 523-2400 Long Distance 1-800-521-FREE

```
If you have any questions about this report please ask for PERRY CARROLL

JANIE SMITH                         470521          BUAD
PO BOX 345                          19              MECC
BIG ROCK GAP     , VA 23456         1               CVC
345-6789                            1               UVA

                               PARENT'S        STUDENT'S         PELL
                             CONTRIBUTION    CONTRIBUTION       GRANT
INCOME
  ADJUSTED GROSS                 7000             0              7000
  MARIED CPL DED                 0                -              0
  IRA/KEOGH                      0                -              -
  SOCIAL SECURITY                0                -              0
  ADC/AFDC                       0                -              0
  VETERANS BENEFITS              -                0              0
TOTAL INCOME                     7000             0              7000

ALLOWANCES
  U.S. INCOME TAX                9                -              0
  STATE TAXES                    630              -              -
  EFFECTIVE INCOME               -                -              7000
  FICA                           500              -              -
  MEDICAL EXPENSES               0                -              0
  ELEMENTARY TUITION             0                -              0
  EMPLOYMENT ALLOWANCE           350              -              500
  STANDARD MAINTENANCE ALLOW     10440            -              8000
TOTAL ALLOWANCES                 11930            -              8500
AVAIL/DISCRETIONARY INCM         -4931            -              -1500

ASSETS
  CASH/BANK                      0                -              0
  HOME ASSET                     0                -              0
  REAL ESTATE/INV                12000            -              12000
  ADJ BUS/FRM NET                2000             -              0
 NET WORTH                       14000            500            0
 ASSET PROTECTION ALLOW          48100            0
 DISCRETIONARY NET WORTH         -34100           500
 CONVERSION %                    3%               35%
INCOME SUPPLEMENT                -2047            -

CONTRIBUTIONS
 ADJUST AVAIL INCOME             -6977
 TOTAL CONTRIBUTION              -750             175             0
 CONTRIBUTION FOR STUDENT        -750             -               0
 CONTRIBUTION FROM INCOME        -750             0               0
 CONTRIBUTION FROM ASSETS        0                175             -1500
EXPECTED EARNINGS                -                700

TUITION,FEES,BOOKS: $1099            CONTRIBUTION
LIVING EXPENSES   : $3176              PARENT:$-750
TOTAL EXPENSES    : $4275             STUDENT:$875
                                       TOTAL :$875
FINANCIAL NEED (MECC) : $3400
SAI : 165
PELL AWARD (1986)   : $1350
```

VII. CONTACT PEOPLE

Perry Carroll, Director of Admissions, Records and Financial Aid at Mountain Empire Community College.

Al Colley, Director of Admissions, Records, and Financial Aid at Virginia Highlands Community College.

Rod Moore, Director of Financial Aid at Southwest Virginia Community College.

AUTOMATED ADMISSION TRACKING

PREPARED BY WORKING GROUP II

Robert J. Grymes, Jr., TCC, Chairman
Perry Carroll, MECC
Gerald Carson, LFCC

AUTOMATED ADMISSION TRACKING

I. INTRODUCTION

If all individuals with whom college representatives make contact subsequently enrolled, providing adequate classrooms and instructors would be an overwhelming problem. That, however, is not the problem faced by most community colleges. The more normal problem is how to more effectively translate contacts into continually enrolling students. Developing the most economical process of successfully tracking each initial contact with a prospective student to program completion is a vital first step in a continuing enrollment process. Automation is emerging in the Virginia Community College Systemas one tool used to accomplish these goals -with cost effectiveness.

In this exploration of automated admission tracking, Thomas Nelson Community College and John Tyler Community College programs will be reviewed.

II. DESCRIPTION OF THE PROGRAM

Thomas Nelson Community College has developed an automated system to follow up on all potential student contacts. Their system is not the only automation effort in the Virginia Community College System but it is considered exemplary.

The Student Contact System (SCS) at Thomas Nelson Community College has been described as integrating marketing, recruitment, and retention into one system. An analysis of Thomas Nelson Community College's program revealed that a five percent increase in applications translated to a significant (16%) increase in enrollment. Such an increase in applications at Thomas Nelson Community College is sought by use of a series of computer generated but personalized letters to each new contact at specified points in time each quarter.

When a potential student first makes contact with the college, information such as the name, address, and social security number are entered in the SCS creating an electronic file for that potential student. A previously authored letter is printed by the computer addressed to the potential student then signed by the college's president. This personalized letter contains the information and material originally requested. This letter is but the first of a series of computer generated letters sent at previously determined points in an application to enrollment sequence. Letters are sent from the admissions office, the division chair, if a division of interest was originally indicated, and the counseling office. Those who do not enroll in that quarter receive a survey form and another letter from the president.

Those who do enroll are also followed using the automated SCS. At the end of a new student's first quarter a letter is generated citing the achievements or lack thereof. Re-enrollees are subsequently followed each quarter. Those not re-enrolling are sent a survey. In summary, every enrollee continues to receive follow-ups or a survey until graduation or drop-out.

A cost analysis of Thomas Nelson Community College's program indicates it to be cost effective. With a yield of fourteen annual FTES, SCS will pay for itself. Beyond cost effectiveness is the value to be derived from the system for management controlling.

SCS provides a new tool for college staff working on enrollment management. Information is readily available from the software program on areas of initial interest, enrollment managers, letter productivity, programs of greatest interest, academic problem areas for new enrollees, etc. By analysis of the data reported, the system can be improved, the follow-up enhanced, new programs devised, popular programs specified in outreach, and staff kept readily apprised of the program's success in meeting previously stated objectives.

Other Virginia Community College colleges, such as John Tyler Community College are beginning to use automated systems to build a student data base. John Tyler Community College has obtained Title III funding to support their effort to not only address one area such as tracking, but to build a data base, assess needs, and then develop appropriate programs. It is a comprehensive approach to retention through data collection of potential student contacts, demographics data, system testing, early alert system building, and system evaluation and improvement.

III. RESULTS

Such a comprehensive approach now would appear to have begun to pay off as shown by the following reprint of John Tyler Community College information:

RESULTS: IMPACT ON ATTAINMENT OF MISSION AND GOALS OF THE COLLEGE

A major result of the combined activities related to this project has been the development of awareness college-wide of the nature of the retention effort. The term "intrusive" has become an expression representing the awareness that the College needs to be in the position of "taking the initiative." Such initiative has been accomplished with the communications component of the retention project. As an example, TABLE 6 illustrates the impact of a letter encouraging students to register early for the Fall 86 quarter.

Table 6

INITIAL TRACKING OF SELECTED STUDENTS WHO REGISTERED EARLY FALL 1986
August 18-22, 1986

Total Number of Registration letters sent - August 4	634	
Total Number of Undeliverable Letters	-	18
	616	
Total Number of Students Registering Early	228	(.37)*
Total Number of Credit Hours	2,595	
Average Number of Credits	11.38	
FTE (2595/15)	173	
Male	75	
Female	153	
White	165	
Black	54	
Other	9	

....

COMPARISON OF SELECTED STUDENTS TO TOTAL ENROLLMENT

....

	Total	% Title III
Total Number of Students Registering Early - Fall 1986 Report date: August 23, 1986	1068	228 (.21)
Total Number of Credit Hours	7695	2595 (.34)
Total FTE	513	173 (.34)

*Thirty-seven (37) percent of the student who received a special letter of instructions regarding Fall registration actually registered during the first week of early registration.

The College administration has been responsive to this concept by ensuring that the Fall Schedule of Classes be available two weeks in advance of the early registration period. This supports the effort of encouraging students to plan and seek advice prior to the actual registration periods.

The total of 1841 student letters has achieved an impact, not all of which is measurable at this time. As previously cited, TABLE 6 measures one result. Over 30 students have made individual counseling appointments as the direct result of receiving a letter. In addition, numerous telephone calls have been received regarding minor questions. Students were responding to the letter which gave them suggestions and directions for calling a specific contact person. This is another example of the College "Taking the initiative."

Other specific forms of impact include the formation of a car pool register and the compilation of a director of child care services available in the John Tyler Community College service area. See documentation in Activity Director's Office.

Careful analysis of the data collected by John Tyler Community College has resulted in the college's ability to make specific projections and recommendations, build programs designed to meet identified needs, and best manage continuing enrollment as an integrated effort.

IV VARIATIONS

Many colleges in the Virginia Community College System have programs in both admission tracking and follow-up. In some colleges, one or both of those programs are automated. Lord Fairfax Community College is a college that has recently automated both systems using R Base 5000 software.

When a representative from Lord Fairfax Community College establishes contact with a potential student, basic demographic data developed by that contact is entered in the automated system. The data entry creates a file for each contact. A personalized letter addressed to the contact is generated for the Lord Fairfax Community College representative. One week later a personalized letter is generated for signature by the program head of the academic area of interest. A prescribed sequence of activities (counselor follow-up) is designed to retain contact with a potential student from initial contact to registration. In case of non-registration an additional contact is made designed to reinforce registration availability during later terms.

This program at Lord Fairfax Community College is being reviewed and revised to allow better enrollment and student contact management. The goal for such management is to better monitor liaison with high schools in the Lord Fairfax Community College service area. If the entire college liaison program is better monitored it is subject to better management and hence, more effective marketing.

V. BACKUP MATERIALS

Thomas Nelson Community College

John Tyler Community College

ADDENDUM A

THOMAS NELSON COMMUNITY COLLEGE

COMPUTER SYSTEMS DOCUMENTATION

System:	Student Contact	Page 1	
Program Name:	Contact Master Update		
Program No. :	ACON010	College Code:	TN
Author :	Kathy Camper	Date:	9/24/85

1.0 Purpose

This program provides the Office of Public Information with the capability to interactively add, update, or delete Contact data base information. This data base contains information about people who have contacted the college requesting such information as application for admission, college catalog, course schedule, or information on specific programs. The data is collected so that these people may be further contacted in order to recruit them as new students.

The information which can be entered or updated with this program includes: Social Security number, last name, first name, initial, suffix, campus, street address, city, state, zip code, quarter/year of interest, division code of interest, curriculum code of interest, and flags to indicate which information has been requested. These flags include: application for admission, catalog, and course schedule. If the course schedule for the quarter of interest is not yet available, an "L" may be entered in the course schedule flag. This allows the schedules to be, in effect, back-ordered; and when the schedule is available, the contacts may be selected and the schedule mailed. A field for other requested information, e.g. Financial Aid data, is provided. If the person does not wish to receive further communication from the college, a no-mail flag is provided to prevent future mailing.

The terminal operator selects the program by keying "CON010" in the subsystem and option boxes on the main menu screen, or in the transaction number box on any of the other online screens. When the screen is brought up, the operator keys a social security number and presses the ENTER key. If the number exists on the Contact data base, the current information will be shown and the operator will be prompted to enter the necessary updates or a new social security number. If the number does not exist on the Contact data base, the program will check the Student data base to find out if the person is already a student. If the number is on the Student base, it cannot be added to the Contact data base, since the person is already a student and there is no need to recruit him/her. If the number does not exist on either the Contact or Student data base, the operator will be prompted to enter all data. It is recommended that the name and address be entered in upper and lower case, since this data will be later merged into letters using the HPWORD software.

COMPUTER SYSTEMS DOCUMENTATION

System:	Student Contact	Page 2	
Program Name:	Contact Master Update		
Program No. :	ACON010	College Code:	TN
Author :	Kathy Camper	Date:	9/24/85

1.0 Purpose (continued)

The program edits all input data for proper values, such as alphabetic name, numeric zip code, etc. The program will also check the campus, division, and curriculum codes against the appropriate reference files to insure that they are valid values.

If, for any reason, a record is to be deleted from the Contact data base, the operator may do so by entering a "D" in the delete code field. The program will ask the operator to verify that the record is to be deleted by entering a "Y" in the delete code, and when this is done, the record will be deleted and the screen data will be blanked out.

Several of the screen fields are display only, that is, the date contained in the fields is for information only, and the operator may not enter or change the data. These fields include: QUARTER-APPLIED, which indicates the quarter, if any, for which the contact has applied for admission to the college; and the followup dates fields. These fields indicate the date the contact record was added, the date the President's welcome letter was sent, the date the registration opportunities letter was sent, the date the Division/Counseling Center letter was sent, and the date the Interest Survey letter was sent. The dates are captured to provide a tracking of the number of followups sent, and are updated by the procedures which select the contacts for each letter. If the contact's quarter of interest is changed, the program will blank out all dates except date added, thus allowing the contact to be recycled through the followup process.

COMPUTER SYSTEMS DOCUMENTATION

System:	Student Contact	Page 3
Program Name:	Contact Master Update	
Program No. :	ACON010	College Code: TN
Author :	Kathy Camper	Date: 9/24/85

2.0 User Operating Instructions

1. Select the program by entering "CON010" in the subsystem and option boxes on the main menu screen, or in the transaction box on any of the other online screens.

2. Key a social security number and press ENTER.

   If the number exists on the Contact data base, the data will be shown on the screen. A message will be displayed instructing the operator to make the updates, and the cursor will be positioned at the last name field.

   If the number does not exist on the Contact data base, but is on the Student data base, the record cannot be added. A message stating this will be displayed, and the cursor will be positioned at the social security number field.

   If the student is not found on either the Contact or Student data base, the operator will be prompted to enter all data for the person. Since the name and address data will be later merged into letters via HPWORD, it is suggested that this data be entered in upper and lower case.

3. When all desired data has been entered/changed, the program will edit the data according to the validation criteria presented in section 2.1 of this documentation. If a field is found to be in error, the cursor will be positioned at the field and an appropriate message will be displayed. Correct the data and press the ENTER key. Once the data has passed all edits, the record will be added or updated, and the program will issue a message indicating this. The cursor will be positioned back to the social security number so that the next number may be entered.

4. If the record is to be deleted, use the tab key to move to the delete code field, key "D", and press ENTER. The program will issue a message for the operator to verify the delete by entering a "Y" in the delete code field, and position the cursor there. If the "Y" is entered, the record will be deleted, the screen blanked, and the cursor will be positioned at the social security number field. If the "Y" is not entered, the program will not delete the record.

COMPUTER SYSTEMS DOCUMENTATION

System:	Student Contact	Page 4	
Program Name:	Contact Master Update		
Program No. :	ACON010	College Code:	TN
Author :	Kathy Camper	Date:	9/24/85

2.0 User Operating Instructions

5. To leave the program and use another subsystem/option, enter the new subsystem id or subsystem and option id in the transaction number field. To return to the main subsystem menu, enter one or two "@" signs in the transaction number field. To leave the online system, enter three "@" signs in the transaction number field.

2.1 Validation Criteria

Screen Caption	Contents	Editing Criteria
TRANS. NO.	Subsystem/option code	6 alphanumeric pos. Used to select a new subsystem/option.
SOCIAL SECURITY	Social Security Number	9 numeric positions
LAST NAME	Last Name	16 alphabetic pos. If upper/lower case, each word must begin with capital letter.
FIRST NAME	First Name	10 alphabetic pos. See last name.
INIT	Middle Initial	1 alphabetic pos. Must be capitalized.
SUFX	Suffix	2 alphanumeric pos.
CAMPUS	Home Campus	1 alphanumeric pos. Must be valid code on Campus-Mstr.
STREET ADDRESS	Street Address	22 alphanumeric pos.
CITY	City	16 alphabetic pos. See last name.

COMPUTER SYSTEMS DOCUMENTATION

System:	Student Contact		Page 5
Program Name:	Contact Master Update		
Program No. :	ACON010	College Code:	TN
Author :	Kathy Camper	Date:	9/24/85

2.1 Validation Criteria (continued)

Screen Caption	Contents	Editing Criteria
STATE	State	2 alphabetic pos. Must be upper case & valid state abbrev.
ZIPCODE	Zip Code	9 numeric pos. First 5 digits are required.
QTR OF INTEREST	Quarter name & yr	6 alpha, 2 numeric Qtr name must be Winter,Spring,Summer, Fall. Year must be numeric.
DIV OF INTEREST	Division code	2 alphanumeric pos. If entered, must be upper case letter & number, and must be on Division-Mstr.
CURR OF INTEREST	Curriculum code	3 numeric positions If entered, must be valid curriculum code
APPLICATION	Application flag	1 alphabetic pos. Must be X if entered.
CATALOG	Catalog flag	1 alphabetic pos. Must be X if entered.
SCHEDULE	Schedule flag	1 alphabetic pos. Must be X or L if entered.
OTHER	Other requested information	20 alphanumeric pos. Used to indicate other requested info.

2.1 Validation Criteria (continued)

Screen Caption	Contents	Editing Criteria
NO MAIL FLAG	No Mail flag	1 alphabetic pos. Must be X if entered. Used to prevent unwanted mailings.
DELETE CODE	Delete code	1 alphabetic pos. Blank, D, Y. Used to delete record

3.0 Error and Output Messages

The following are data edit messages which may appear from the VIEW/3000 edit procedures. The operator action in all cases is to correct the field and press ENTER.

1. "LAST NAME MUST BE ALPHABETIC AND BEGIN WITH CAPITAL LETTER -REENTER"
2. "FIRST NAME MUST BE ALPHABETIC AND BEGIN WITH CAPITAL LETTER-REENTER"
3. "INITIAL MUST BE UPPERCASE LETTER - PLEASE REENTER"
4. "SUFFIX MUST BE ALPHANUMERIC - PLEASE REENTER"
5. "CAMPUS MUST BE UPPERCASE LETTER OR NUMERIC CODE"
6. "CITY MUST BE ALPHABETIC AND BEGIN WITH CAPITAL LETTER-REENTER"
7. "PLEASE REENTER STATE AS UPPERCASE"
8. "STATE MUST BE A VALID STATE ABBREVIATION"
9. "ZIPCODE SHOULD BE 5 DIGITS, OPTIONALLY FOLLOWED BY '-' AND 4 MORE DIGITS"
10. "QUARTER NAME MUST BE WINTER, SPRING, SUMMER, OR FALL - PLEASE REENTER"

3.0 Error and Output Messages

11. "DIVISION CODE MUST BE UPPERCASE LETTER FOLLOWED BY NUMBER"

12. "FIELD CONTENT MUST BE X - PLEASE REENTER"

13. "FIELD CONTENT MUST BE X OR L - PLEASE REENTER"

14. "DELETE CODE MUST BE BLANK, D, OR Y - PLEASE REENTER"

15. "THE REQUIRED FIELD IS EMPTY"

16. "THE FIELD CAN ONLY CONTAIN DIGITS"

The following messages may be issued by the COBOL program.

1. "SOCIAL SECURITY NUMBER MUST BE NUMERIC"
   Action: Reenter the social security numer.

2. "CURRENT DATA SHOWN! ENTER UPDATES OR NEW SOCIAL SECURITY NUMBER"
   Action: Make any necessary changes, delete the record, or enter a new social security number.

3. "NEW RECORD! PLEASE ENTER ALL DATA (Upper and lower case)"
   Action: Enter all data for the new record.

4. "SOCIAL SECURITY NUMBER ON STUDENT DATA BASE - CANNOT ADD TO CONTACT!"
   Action: Take note of any address changes that need to be reported to the Records office, and enter a new social security number.

5. "NO CHANGE DETECTED - NO UPDATE PERFORMED!"
   Action: An existing record was displayed and not updated. Reenter the social security number to make any updates, or enter a new social security number.

6. "CAMPUS NOT FOUND ON CAMPUS-MSTR - PLEASE REENTER"
   Action: The campus entered is not valid for the college. Enter a new campus code.

3.0 Error and Output Messages (continued)

7. "DIVISION CODE NOT FOUND - PLEASE REENTER"
   Action: Enter blanks or a valid division code.

8. "CURRICULUM CODE NOT FOUND - PLEASE REENTER"
   Action: Enter blanks or a valid curriculum code.

9. "UPDATED COMPLETED!"
   Action: The record has been updated. Enter a new social security number or transaction code.

10. "RECORD ADDED!"
    Action: The new record has been added. Enter a new social security number or transaction code.

11. "PLEASE ENTER 'Y' TO DELETE RECORD"
    Action: The program is waiting for verification of delete. Enter a "Y" in the delete code to complete the deletion or enter a new social security number or transaction code.

12. "DELETE NOT CONFIRMED - NO DELETION PERFORMED!"
    Action: The program did not receve confirmation of delete. If the record is to be deleted, reenter social security number and repeat the delete procedure. Otherwise, enter a new social security number or transaction code.

13. "RECORD SUCCESSFULLY DELETED - ENTER NEW SOCIAL SECURITY NUMBER"
    Action: The record has been deleted. Enter a new social security number or transaction code.

If the following message occcurs, write down the information which follows it, and press the ENTER key to exit the program. Immediately call the Computer Center with the information.

"*** FATAL ERROR -- ACON010 ***"

DATA ENTRY LIBRARY FORM LAYOUT SHEET

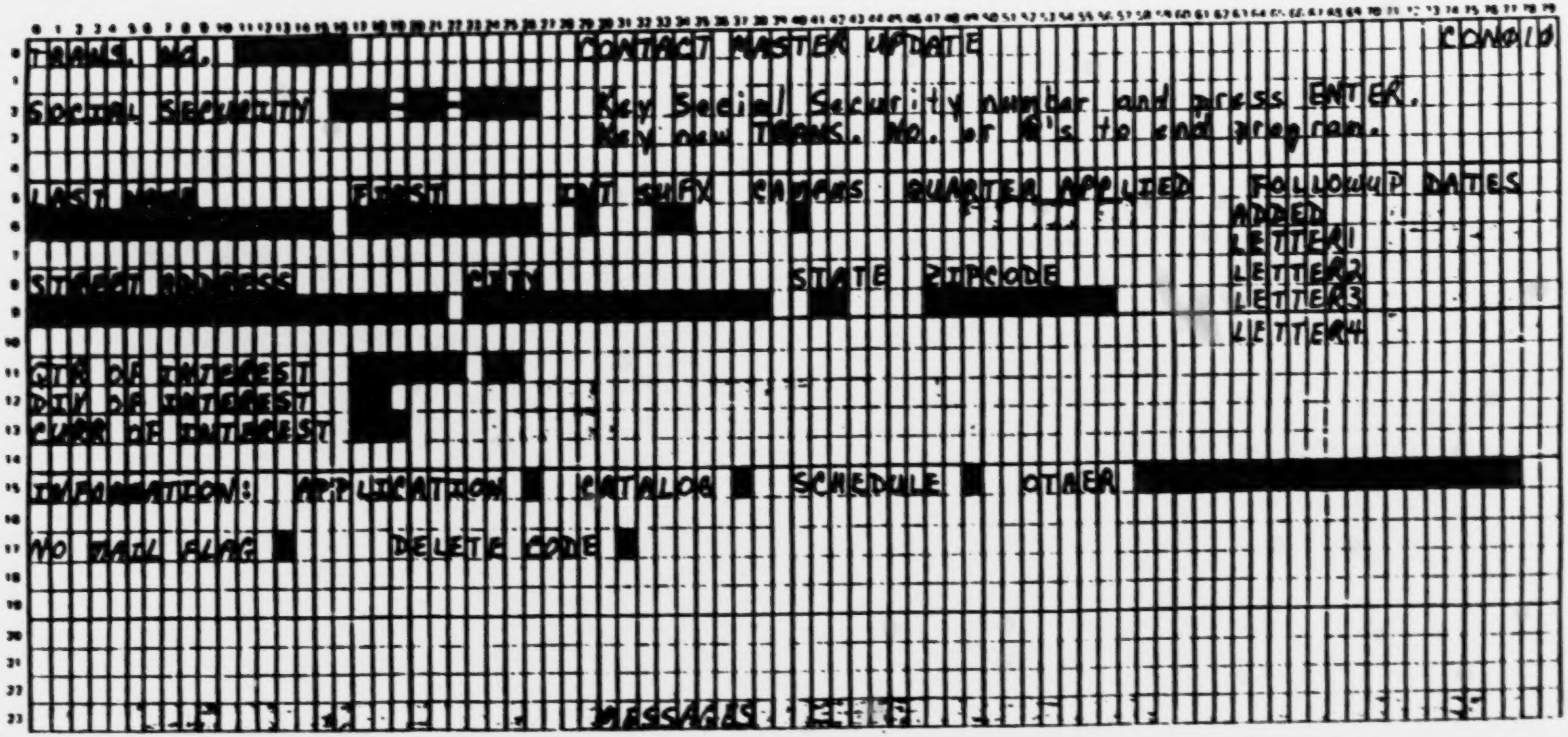
HEWLETT PACKARD

Page ______ of ______

FORM FILE NAME: CONFORMS

FORM NAME: CON010

CHAIN TO FORM NAME:



TRANS. NO. ▇▇▇▇ CONTACT MASTER UPDATE CON010

SOCIAL SECURITY ▇▇▇-▇▇-▇▇▇▇ Key Social Security number and press ENTER.

Key new TRANS. NO. or 9's to end program.

LAST NAME FIRST INT SUFX CAMPUS QUARTER APPLIED FOLLOWUP DATES

ADDED

LETTER1

STREET ADDRESS CITY STATE ZIPCODE LETTER2

LETTER3

LETTER4

QTR OF INTEREST

DIV OF INTEREST

CURR OF INTEREST

INFORMATION: APPLICATION ▇ CATALOG ▇ SCHEDULE ▇ OTHER ▇▇▇▇

NO MAIL FLAG ▇ DELETE CODE ▇

MESSAGES

THE STUDENT CONTACT SYSTEM; AN INTEGRATED AND AUTOMATED APPROACH TO RECRUITMENT, RETENTION, AND RESEARCH

Michael B. Quanty, Thomas Nelson Community College

Often a college's marketing research efforts and its recruitment and retention initiatives are developed independently. At Thomas Nelson Community College we have tried to develop a model for integrating a substantial portion of these activities into a comprehensive system, which we have dubbed the Student Contact System. The system concentrates on what we feel is the most viable market--individuals who have expressed an interest in the college. Our records have shown that nearly half of those who express an interest in the college by requesting information do not apply. Over one-third of those who apply do not subsequently enroll. Of those who enroll approximately 40% do not return for the next quarter. Anyone familiar with the effects of compounding interest, can readily see that even small changes in the percentages at each level can have a dramatic effect on overall enrollment levels. For instance, increasing applications by 5% in fall while also increasing the percentage who actually enroll yields a 16% increase in the winter quarter.

This potential is what the Student Contact System is designed to tap. The system is designed to reinforce a potential student's decision to enroll at key points throughout the matriculation process, from the time he/she expresses an interest until he/she actually graduates. When a student first contacts the college his/her social security number, name, and address are entered onto the computer along with the information requested. He/she is then sent a personalized letter (generated through the word processing software on the computer) from the president together with the information requested. If he/she does not apply before a certain point, he/she receives a letter from the Coordinator of Admissions and Records. This is followed later by a letter from the division chairman in the individual's area of interest or the Coordinator of Counseling. If the student does not apply, he/she receives a survey with another letter and a brochure about choosing a college.

Those who apply also receive individualized letters. Students who don't enroll receive a survey. All those who enroll receive letters at the end of the quarter (personalized for those who achieve various honors, for those who successfully complete their coursework, as well as those who experience academic difficulty). Those who do not re-enroll are sent a survey. Follow-up letters and surveys are continued in this fashion until a student graduates or drops out.

Since the entire system is computerized, we are able to send individualized letters at each point by merging names, addresses, and other pertinent information from data files with form letters produced on letter quality printers. Specialized reports monitor the success of the program in terms of applications received, enrollments, and retention. Results of the surveys are then used to assess the effectiveness of materials sent to students and the impressions students have of the college.

A cost analysis of maintaining the system (excluding the development costs associated with developing the programs, letters, brochures, etc.) shows that it can pay for itself with a yield of 14 annual FTEs in tuition revenues alone. We are confident that it will yield a much greater return on investment.

Sequential Outline
Student Contact System

- I. Person contacts Public Information or Admissions and Records requesting information.
  - A. Initial steps taken
    - 1. Get the following information and enter it on screen to be developed by Computer Center:
      - a. Name
      - b. Social Security Number
      - c. Mailing Address
      - d. Information requested
        - 1. Application
        - 2. Catalog
        - 3. Course schedule
        - 4. Specific area(s) of instruction
    - 2. Letter from President and mailing label is generated.
    - 3. Letter and materials sent.
  - B. Follow-up steps
    - 1. Letter from Judy McMillan acknowledging interest and providing registration dates (3 weeks prior to registration).
    - 2. If individual is interested in a specific division or curriculum, letter from division chair (2 weeks prior to registration).
    - 3. If individual has not expressed interest in specific curriculum, letter from Howard Taylor (2 weeks prior to registration).
  - C. Application not received
    - 1. Interest survey and follow-up letter sent by President.
    - 2. Brochure enclosed (choosing a college).
    - 3. Registration dates for next quarter.
  - D. Reports
    - 1. Requests received - Computer Center.
    - 2. Follow-up sent - Computer Center.
    - 3. Applications received - Computer Center.
    - 4. Interest survey results - Institutional Research.
- II. Application Made
  - A. Entering Student Survey
  - B. Reports
    - 1. Admissions yield - Computer Center.
    - 2. Profile of Enrolling and Non-Enrolling Students - Institutional Research.
  - C. Follow-up of Non-Enrollees
    - 1. Applicant Survey and letter from President.
    - 2. Registration dates.
    - 3. Analysis of Applicant Survey Results - Institutional Research.
- III. Students Enrolled in Classes
  - A. Continuing Contacts
    - 1. Congratulatory letters to those who made Dean's list--Dean of Instruction.
    - 2. Letter to successful completers - Dean of Instruction.

- 3. Letters and brochures to those having academic difficulty -Dean of Instruction.
- B. Reports
  - 1. Withdrawals by date.
  - 2. Grades analysis.

IV. Enrolled Students who Drop-Out
- A. Follow-Ups
  - 1. Survey of Withdrawing Students in Good Academic Standing.
  - 2. Survey of Withdrawing Students in Academic Difficulty.
  - 3. Specially designed brochures for each group.
- B. Reports
  - 1. Profile of Returning and Non-Returning Students - Institutional Research.
  - 2. Survey Results - Students in Good Standing.
  - 3. Survey Results - Students in Academic Difficulty.

V. Graduates
- A. Follow-Up Survey and Letters
- B. Report

Recruitment, Retention, and Research Model Development Costs

Activity	Responsibility	Man Hours Required
1) Design screen for entering the request for information data.	C.C.	40
2) Creat file structure for request for information data.	C.C.	40
3) Develop follow-up letter for those who do not apply.	A&R	4
4) Revise application package and cover letter.	A&R	40
5) Write program to generate letters to those who request information.	C.C.	40
6) Write program to merge request for information file with applicant file. applicant file.	C.C.	20
7) Develop survey for non-enrollees.	I.R./A&R	8
8) Draft letter for non-enrollees	I.R./A&R	4
9) Develop screen for data input on non-enrollees.	C.C.	80
10) Develop survey of entering students and screen.	I.R.	Completed
11) Develop stop-out survey.	I.R.	8
12) Draft letter for stop-outs.	I.R./A&R	4
13) Design screen for input of stop-out data.	C.C.	40
14) Develop graduate survey.	I.R.	Completed
15) Design screen for graduate survey data input.	C.C.	Completed
16) Develop continuing student profile system.	I.R.	Completed
17) Write program to merge previous quarter's student data with current quarter.	C.C.	Completed
18) Draft letter and registration announcements for merit list recipients and for other students.	A&R	4
19) Write program to merge merit list letter and registration announcement with student data	C.C.	24

*Computer Center (C.C.); Admissions and Records (A&R); Institutional Research (I.R.)

Implementation and Maintenance Costs

Mailing Costs	
34,500 letters/surveys @ .25	$ 8,625
5,500 survey letters @ .25	1,375
Postal service accounting fee	75
Total	$10,075
Data Input, Analysis, and Dissemination	
Input (Work Study)	200 hours
Analysis (Statistician)	150 hours
Systems Maintenance (Statistician, Admissions Assistant, Programmer)	200 hours
Report Duplication	$300

NOTES:

1. Costs associated with the graduate follow-up survey are not included since the survey would be conducted even if the model were not instituted.

2. The postal service accounting fee of $75 allows the college to pay only five cents over normal rate for prepaid return envelopes. We are currently paying 18 cents. Thus, we should realize significant savings in other areas of the college as well.

3. The $10,375 projected for mailing, supplies, etc., would be recovered by tuition revenue from an increase in annual FTEs of 14.99.

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PAY FOR PERFORMANCE

Ron Bouchard, Director of State Personnel

Reporter: Nan Dunford, Southwest Viriginia Community College

Ron Bouchard gave a general overview of the Pay for Performance plan and then had a brief question and answer session.

For the last four years the General Assembly and Executive Branch have mandated that a pay for performance plan be designed and implemented. As a result of this commitment made by the General Assembly a study was done of successful plans; this study was then used to try to devise a workable plan. We currently have an eight step pay plan. Generally salaries tend to aggregate around a mid point. However, 48% of all state employees are currently in step eight. Because of this fact, the step plan tends to become a demotivator.

The new Pay for Performance Plan is a multi-year, multi-phase implementation plan based on the critical aspects of job elements, standards of performance, and an action plan. There is no such thing as a generic standard bank. What are acceptable standards of performance? What does the employee expect them to be, and what does he have to do to be exceptional? According to the attribution theory the employee and supervisor view employee performance from two different perspectives. The employer may assume employee laziness or lack of knowledge and skill to be the cause of poor job performance, while the employee may view inadequate facilities such as typewriters, copy machines, etc. to be the cause. The new performance evaluation at the end of the year should make expectations clear for both employee and supervisor. This should enhance the communication process.

Phase I. Proficiency Increase - Prior to the planning of the Pay for Performance program classified employees were placed in a merit freeze. There was no way for the Pay for Performance Plan to work except to reinstate some type of merit increase. The weakness of merit pay as a part of the eight step plan was and has continued to be the large percentage of all state employees who receive merit increases. Ninety-nine percent receive merit increase. The Department of Personnelhas stated that all state employees are good employees, but not all are meritorious workers; therefore, a plan that rewards the good as well as the meritorious equally is not equitable. Merit pay is a subjective process that needs to be objective. As a result of this need merit pay has been replaced by the proficiency increase, hence new position descriptions are being written either for or by all employees. Generally each employee is doing his own position description since he has the most knowledge about his own job. In order to insure accuracy of description, clerical class titles are being studied as these titles have not been updated for a number of years. A new evaluation process must be initiated since many aspects of the current system are outdated and will soon be illegal. The evaluation process needs to be job-related and not trait-related. Employees need to know their responsibilities. The new concept in the Pay for Performance Plan is to base evaluation on performance standards. This is an individual commitment between employee and supervisor.

Phase II. Exceptional Performance Award - This is a $1,000 lump sum payment which will be paid on a quarterly basis. The first payments are to be made on February 1, 1987. Higher paid employees are not motivated by payment. Eighty percent of all state employees are in grade eight and lower. This lump sum payment will not be built into base pay. Only 20% of employees can receive this exceptional performance award. Since this payment is not being included in the base pay, the employee's salary will not escalate the year following the award. If it were included in the base pay, employees would be rewarded for merit performed in a prior year. Merit pay must be earned every year. Those at the top of their scale can also participate without adding steps to their pay grades. It has not been determined at this point how the 20% who are eligible to receive the award will be determined. It is not known if it will be on an individual college basis or system wide basis. The 20% may be chosen by a computer.

Phase III. Expansion of the Exceptional Performance Award - This phase deals with expansion of exceptional performance award. This phase is a commitment to examine but not to implement a plan of performance awards at different levels. If performance were outstanding but not excellent, the recepient would perhaps receive $500 instead of $1,000. It would be at least 1989 before this phase could be expected to materialize.

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CONVERSION TO THE SEMESTER SYSTEM OR THE TRAP OF THE WORDPROCERSSOR

J. Clarence Sasscer, Chairman, Natural Science and
Mathematics Division, Northern Virginia Community College

When I started to collect my thoughts for this panel, the first thought was, "Most of my work is already done for me. The whole committee report is on diskette. I can simply bring it up, do a lot of editing andchopping, and I'll have a short speech right there!"

ADDENDUM B

JOHN TYLER COMMUNITY COLLEGE

TITLE III
SPECIAL NEEDS PROGRAM
ACTIVITY 1

Developing a Comprehensive Plan for the Management of Student Retention Strategies

ANNUAL REPORT
October - 1986

TABLE OF CONTENTS

Part I	Report by Performance Evaluation Measures (PEM)
Part II	Institutional Support
Part III	Results: Impact on Attainment of Mission and Goals of the College
Part IV	Projections
Part V	Recommendations

PART I - REPORT BY PERFORMANCE EVALUATION MEASURES (PEM)

Note: Items are addressed in the order in which they appear in the original Title III Grant Application.

REPORT BY PERFORMANCE EVALUATION MEASURES

OBJECTIVE

Year 1

1. To upgrade the skills of all faculty and staff in the area of student retention by conducting a minimum of two in-house training workshops by September 30, 1986. (Goals 2.2 and 8.1)

November 1985

PEM - 1. At least 60% of all faculty and staff will attend a technical assistance workshop on retention by an external consultant and will rate it as helpful (or an average of "4" on a 5-point scale).

In order to launch a campus-wide retention effort, the decision was made to contract a consulting firm of national prominence. The factors influencing this decision were the need to inform all college personnel simultaneously and to create an impact of information from an external source. The firm of Noel/Levitz Centers for Institutional Effectiveness and Innovation, Iowa City, Iowa was selected. Both Lee Noel, President, and Randi Levitz, Executive Vice-President, fomerly were on the staff at ACT. The Noel/Levitz firm has consulted with more than 400 colleges and universities including Virginia Western and Dabney S. Lancaster Community Colleges. In addition, Noel and Levitz have authored numerous articles and several books including Increasing Student Retention (1985).

An On-Campus Retention Conference was held on April 10-11, 1986, for all college personnel which includes teaching faculty, administrative faculty, and classified staff. Of the above group of 180 persons, 143 (approximately 95%) participated. On April 10, eight meetings were held involving a cross-section of college personnel and students. On April 11, a general presentation was made to all college personnel. The evaluation of the On-Campus Retention Conference was highly positive. On a five item survey, positive responses ranged from 80% to 92% across the items.

Seventy-one persons (46% of those attending) returned an evaluation. The return rate of evaluations may have been affected by one chief criticism of the conference which was that it was perceived as directed primarily toward faculty and administrators. Classified staff reported they felt their role received a lesser emphasis. The College staff of 151 is comprised of 83 faculty and administrators and 68 classified staff.

A copy of the evaluation results and verbatim comments were made available to all college personnel. The general session on April 11 was videotaped and a transcription of the exit session was also made available to all college personnel. All support documentation for this conference may be reviewed and is on file in the Activity Director's Office.

PEM - 2. An in-house training session will be held in each of the 4 divisions which will result in a list of specific retention strategies to be implemented in each division. The lists will be on file in the offices of the division chairmen and the Activity Director. At least 75% of the strategies will be implemented by the end of the year.

An in-house training session was not held in each of the four divisions due to the decision to use a combination of several alternate strategies to accomplish the same objective. The rationale for this decision was based on the judgment that the development of a comprehensive plan for student retention needed broad development as a concept across the College before establishing specific training goals. It is felt that this broad development is being accomplished through several key activities:

a) publication of two Retention/Tracking Newsletters prior to scheduled development (Oct., 1986)

b) establishing a working liaison with the Faculty Association. The president of the Faculty Association also attends regular meetings of the College's Administrative Council.

c) continuing the emphasis on retention as a part of the meetings of the Retention and Advising Task Force.

d) focusing on the value of advising as a retention strategy in the Retention and Advisory Sub-Committee with the major task of developing an Advising Manual.

e) featuring a presentation on academic advising in the 1986 Fall Convocation general session.

Documentation on the above is on file in the Activity Director's office.

OBJECTIVE

2. To complete the design of the student tracking system by the end of the Fall Quarter 1985 by specifying at least 30 variables for inclusion in the student data base to be extracted from existing records and survey data. (Goals 2.2, 10.2, 10.3, and 10.4)

December 1985

PEM - 1. Records on file in the Office of the Mathematics faculty member will indicate at least 30 different variables for inclusion in the student data base to allow multiple selection.

PEM - 2. The faculty member's records will also specify 100% of the data sources to ensure collection of data in a timely manner.

Forty-seven variables are included in the student data base exceeding the original objective of 30 variables. Records specify 100% of these data sources and are on file in the Activity Director's office. The forty-seven variables are available for multiple selection.

OBJECTIVE

3. To collect baseline data as input to the tracking system by administering the Entering Student Questionnaire to 100% of the first-time students and examining existing records. (Goals 2.2 and 8.1)

PEM - 3. Survey instruments will be completed and on file for first-time students taking placement tests (Winter Quarter 1986). At least a 70% return rate will be considered acceptable.

Although 100% first-time students do not complete the SOIS Entering Student Questionnaire, 99 + % of all new students taking the regularly scheduled placement tests do complete the questionnaire. The majority of students who take placement tests are preparing to pursue a curriculum course of study or take courses for which pre-requisites are required. Whether or not it would be beneficial to the retention effort to administer the questionnaire to all new students, including those not pursuing a degree or certificate, is under consideration. The process of linking the administration of this questionnaire to the placement test schedule has provided excellent results with a return rate for Year 1 of 99 + % of all students taking the placement tests.

February 1986

PEM - 1. Survey instruments will be on file for first-time Fall Quarter 1985 students who: (1) withdrew during the quarter; (2) withdrew between the Fall & Winter Quarters; or (3) continued their studies. At least a return rate of 50% for withdrawals and 70% for those who continued their studies will be acceptable. Table 1 displays this information for Fall, Winter, Spring quarters Year 1.

TABLE 1
ENROLLMENT TRACKING DATA
YEAR 1

	FALL 1985	WTR 1986	SPR 1986
SOIS	526	196	155
Enrolled	409	154	111
Did Not Enroll	117	42	44
Returned Next Qtr.*	319 (.78)	348 (.79)	**
Did Not Re-Enroll*	90 (.22)	92 (.21)	**

* Cumulative Total

** Information was not generated for these two cells because of the decision to exclude the Summer Quarter as not being a traditional quarter of attendance.

SOIS Entering Student Questionnaires are on file for 1490 students (9/24/86). The categories into which these questionnaires are divided are:

a) new students by quarter who completed SOIS Questionnaire

b) students who actually enrolled

c) students who completed the SOIS questionnaires, applied, but did not enroll

d) students who completed the SOIS questionnaires, did not apply, did not enroll.

e) continuing students

f) students not re-enrolling in the subsequent quarter

We have experienced limited success in collecting both former and continuing student questionnaires. For example, 90 students who did not re-enroll Winter Quarter were mailed a questionnaire and a letter. A pre-stamped envelope was included as incentive. Responses were received from only 19 former students.

The Continuing student questionnaires have been made available at all registration periods with limited results (N = 33). In order to achieve better results, the following approach will be taken beginning Fall 1986:

Former Student Questionnaires

a) Continue to mail questionnaire and letter to all students.

b) Follow mailing effort with a telephone call within three weeks.

c) Evaluate level of response in terms of time and expense.

d) Based upon this evaluation, establish an alternate plan of mailing to a randomly selected sub-group of students.

Continuing Student Questionnaire

a) Administer to a cross-section of classes representative of the four academic divisions of the College.

b) Faculty will be asked for their support in ensuring that the questionnaires are completed.

OBJECTIVE

4. To complete the collection of baseline data for Fall Quarter 1985 first-time students by determining attrition rates by division, department, advisor, and student goal intent to get a degree/persist. (Goals 2.2 and 8.1)

PEM - May 1986

1. Overall attrition rates for first-time students will decrease by 5% compared to a similar group of students one year ago.

The collection of baseline data for all first-time students who completed the SOIS Entering Student questionnaire consists of 1490 files. A report indicating attrition rates and a summary profile of students is being developed by academic division and curriculum (departmental) major. The decision was made to provide this report to each academic advisor within the four divisions. This is in keeping with the goal of providing as much global information as possible to the entire College. To this end, three reports are being developed: 1) a college summary report, 2) a division summary report, and 3) a curriculum summary. These reports will be made to the President (report 1), Coordinator of Institutional Research (reports 1, 2, 3), Dean of Finance (report 1), Dean of Academic and Student Services (reports 2, 3). In addition, a special report on non-curricular students (5000) will be provided to the Counseling staff. All reports can be made available to college personnel upon request. These three reports will be made available Winter Quarter 1986.

The comparison of overall attrition rates for first-time students is displayed in Table 2. This is a rough comparison of overall enrollment for Winter Quarters only. This next step for this type comparison would be to partition out curricula and full-time students. Although the retention rates for students tracked through the Title III Project are consistently high in all reports including this one (68.6%), more information is needed to accurately interpret this data.

TABLE 2
REPORT COMPARING FIRST-TIME ENROLLEES
WTR 85, WTR 86, TITLE III WTR 86*

	Winter 1985 Total College	Winter 1986 Total College	Winter 1986 Title III
Total Enrollment	1464	1196	118
	Spring 1985	Spring 1986	Spring 1986
% Returning	499 (34.1)	332 (27.8)	81 (68.6)
% Non-Returning	965 (65.9)	864 (72.2)	37 (31.4)

* Limitations

This is a rough comparison of overall enrollment. The next step for this type comparison would be to partition out curricula students and full-time students.

OBJECTIVE

5. By June 1986, a trial run of the computerized student tracking system will be conducted using data on Fall Quarter 1985 first-time students. (Goals 2.2, 10.2, 10.3, 10.4)

June 1986

PEM - 1. Programs will be written and tested and initial files created for the student data base for all first-time students during 1985-86. At least 30 variables will be accessible for 75% of all Fall Quarter first-time students.

Two major reports (see Tables 3 and 4 on pages 9 & 10) have been developed to summarize the tracking information generated Year 1. These reports provide the following information categories by three groups of students (new, returning, nonreturning):

a.) Top 3 Goals
b.) Degree Goal (Current and Ultimate)
c.) Sex

d.) Financial Aid Need
e.) Information on Intent to Re-Enroll

The same 5 categories of information are also provided for two additional groups of students: 1) students who applied, took placement tests, did not register; 2) students who did not apply, took placement tests, and did not register.

A third major report is being developed to separate out those students who did not stay the 3 consecutive quarters Fall, Winter, Spring of the 1985-86 academic year. This report will compare four groups of students:

1) Attended Fall, Winter, Spring
2) Attended Fall Only
3) Attended Fall, Winter Only
4) Attended Fall, Spring Only

The IBM-PC now contains a total of 568 files. There are 47 variables accessible in the student data base. Of the 568 PC files, 422 have been generated by the programmer analyst and 146 by the Office Services Assistant. A complete list of all files and all variables are available in the Activity Director's Office. A summary of categories included in the PC files is listed below:

a) computer programs
b) data base files
422 c) data base indexes
d) mailmerge files
e) mainframe files
146 f) word processing files
g) dBase files (includes correspondence, lists, charts, reports, forms and memos)

----
568 = Total

OBJECTIVE

6. To generate at least 4 different computer letters for distribution to Fall 1985 first-time students that will address needs identified in student surveys, tracking data, and the College's Early Alert System. (Goals 2.2, 8.1, and 10.2)

July 1986

PEM - 1. At least 4 different computer generated letters will be available for all new students for dissemination after midterm and at the close of each quarter. Letters will correspond to student groups identified as entering, continuing, former, and completer, and student goals for enrolling.

TABLE 3 SOIS QUESTIONNAIRE RESULTS

	NEW								RETURN				DROP-OUT			
	WTR 1986				SPR 1986				WTR 1986 - SPR 1986				WTR 1986 - NOT RETURNING SPR 1986			
TOP 3 GOALS	1	2	3		1	2	3		1	2	3		1	2	3	
ACAD	87	46	28	N= 161	74	31	23	N= 128	218	106	60	N= 384	56	32	13	N= 102
CAREER	17	26	20	N= 63	11	28	11	N= 50	31	60	53	N= 144	11	15	15	N= 41
JOB	14	16	20	N= 50	9	16	19	N= 44	26	57	51	N= 134	9	17	15	N= 41
SOCIAL	0	3	31	N= 34	0	2	24	N= 26	2	9	88	N= 99	0	1	20	N= 21
PERSONAL	17	26	32	N= 75	9	11	24	N= 44	42	54	88	N= 184	10	14	25	N= 49

DEGREE GOAL	CURRENT	ULTIMATE	CURRENT	ULTIMATE	CURRENT	ULTIMATE	CURRENT	ULTIMATE
Not seeking	20	4	25	6	76	60	18	12
At most 1 yr. cert.	13	10	8	6	24	11	6	6
More than 1 yr. cert.	27	12	15	9	62	25	17	9
Assoc. Deg.	55	30	46	34	144	84	38	17
Bach. Deg.	7	37	4	27	14	85	3	23
Grad/Prof Deg.	6	32	2	16	9	60	4	18

SEX								
MALE	61		51		145		31	
FEMALE	93	T= 154 100%	63	T= 114	203	T= 348 79%	61	T= 92 21%

FINANCIAL AID				
Yes, have applied	60	30	103	32
Yes, plan to apply	22	26	66	19
No	57	54	167	39

ENROLL AGAIN				
Yes	121	83	285	82
No, will comp. prg.	4	2	6	1
No, in future	2	1	6	1
No, transfer	1	0	6	1
No, no plans	0	0	1	0
Do not know yet	11	20	31	6

TOOK PLACEMENT TESTS - WTR 1986

	APPLIED, TOOK TESTS, DID NOT REGISTER			DID NOT APPLY, TOOK TESTS, DID NOT REGISTER			
TOP 3 GOALS	1	2	3	1	2	3	
ACAD	16	7	4	10	10	2	5
CAREER	2	4	3	2	2	6	2
JOB	1	3	2	1	1	4	1
SOCIAL	0	1	8	0	0	1	4
PERSONAL	1	3	9	2	2	2	4

DEGREE GOAL	CURRENT	ULTIMATE	CURRENT	ULTIMATE
Not seeking	6	0	3	1
At most 1 yr. cert.	2	0	1	1
More than 1 yr. cert.	2	2	5	3
Assoc. Deg.	7	4	4	5
Bach. Deg.	2.	4	2	1
Grad/Prof Deg	1	10	0	4

SEX					
Male	13		5		T= 18
Female	13	N= 26	11	N- 16	T= 24
					42

FINANCIAL AID		
Yes, have applied	8	1
Yes, I plan to apply	10	7
No	5	8

ENROLL AGAIN		
Yes	14	9
No, will comp. prg.	1	1
No, in future	2	2
No, transfer	2	0
No, no plans	0	0
Do not know yet	2	0

Index of Letters

The following represents a summary of the development of letters for the communications component of the Title III Retention Project. A grand total of 1841 letters were mailed Year 1.

1. Letter #1

The first letter mailed to new students being tracked through the Title III effort was mailed to 409 students on February 21, 1986. This group enrolled Fall, 1985.

The objectives of this letter were to:

a) initiate further contact with each student

b) personalize this contact by specifying the Top Three Goals the student checked on the Entering Student Questionnaire

c) offer assistance

d) publicize registration and opening dates for the next quarter

2. Letter #2

This letter was developed to be sent to that group of students who took the placement tests (including completing the SOIS Entering Student Questionnaire) but did not register. Part of this group had not applied to the College; therefore, a letter could not be sent because addresses were unavailable.

3. Letter #3

This letter is a revision of Letter #1. The revision was done in order to reduce the bulk of contents in the envelope, reduce the length of the letter, and allow the use of window envelopes for mailing. The same registration information was sent in the form of an insert.

An additional feature of this letter was to further personalize the information on the student's Top Three Goals by actually printing the verbatim statements.

4. Letter #4

This letter is sent to students who do not re-enroll.

5. Letter #5

This letter was designed to accomplish two objectives:

a) provide on-going contact with all students tracked through Title III since Fall, 1985

b) provide a reminder of the benefits of early registration for the Fall Quarter, 1986. An insert listing registration dates, class dates, and a list of telephone numbers for key offices was enclosed.

6. Letter #6

A letter to be sent to continuing students will be developed Year 2. The initial design will be a general letter offering assistance. As the data base capabilities develop, it will be modified to include individualized information re: program status for each student (Ex. quarter hours completed).

See Table 5 for summary information on letters mailed Year 1.

TABLE 5
SUMMARY TOTALS FOR LETTERS MAILED TO TITLE III STUDENTS

YEAR 1

Letter Type	Fall 85	Wtr 86	Spr 86	Sum 86
New	409	154	114	56
Continuing				
Non-Returning		90+survey	92+survey	
Did Not Register	117	42	56	77
Total Title III Group				634
Total	526	286	262	767

GRAND TOTAL = 1841

OBJECTIVE

7. To collect baseline data for all new students by administering the Entering Student Questionnaire to all Fall 1986 first-time students. (Goals 2.2, and 8.1).

September 1986

PEM - 1. Student data files will be created for 100% of all new students using historical data and SOIS output. Records will be accessible on microcomputer.

The Entering Student SOIS questionnaire is being routinely administered to all new students who take the College's regular placement tests. It is administered at the time of the regularly scheduled tests.

Student data records have been created for 1490 students. All records are accessible on the IBM-PC microcomputer. With the installation of the IRMA Board, historical data is available on the microcomputer for all Title III Students and is accessed by social security number.

Please refer to illustrative and support documents on file in the Activity Director's Office.

OBJECTIVE

8. To identify deficiencies in the student tracking system and methods for intervention by surveying a 50% sample of all faculty and students who have used the systems. (Goals 2.2 and 8.1)

September 1986

PEM - 1. At least 80% of the faculty and students surveyed will rate the tracking system and retention strategies as positive (or at least a "3" on a 5-point scale).

The tracking system has not developed to the extent that faculty or student evaluation is possible. One step involving faculty that has been completed is the provision of a quarterly report that includes English and Mathematics placement test scores as well as previous courses taken in those subject areas at JTCC. This report is provided for the English and Mathematics faculty.

The next level of effort is in process and involves providing tracking information by academic division and by individual curriculum.

OBJECTIVE

Year 2

9. To continue to upgrade faculty and staff skills in the area of student retention by conducting one general follow-up session for all faculty and staff and one specialized session with faculty in the four academic divisions. (Goals 2.2 and 8.1)

October 1986

PEM - 1. At least 60% of all faculty and staff will have participated in a follow-up workshop on retention as evidenced by attendance sheets.

Year 2

PEM - 1. Dr. Randi Levitz of the Noel/Levitz firm has been contacted for a return two-day visit during the Spring Quarter 1987. The requested focus of this visit will be for more specialized sessions that include key groups of personnel; e.g., each academic division, classified staff (in response to evaluation of April, 1986 visit).

This objective will be postponed to coincide with the Spring visit of Dr. Levitz.

PEM - 2. A Retention Newsletter will be designed and disseminated to all College staff on a semi-annual basis, once during the Fall Quarter 1986 and again in the Spring Quarter 1987.

Two Retention Newsletters (March, May 1986) have been published. The decision was made to move this objective forward in the timetable to facilitate college-wide awareness of the retention effort.

PART II - INSTITUTIONAL SUPPORT

INSTITUTIONAL SUPPORT

The College has shown institutional support for the retention activity in a number of ways which have proven to be most essential to the ongoing development of this project. This support has been valuable strategically in addition to providing continued visibility for the retention effort. The following statements summarize the scope of institutional support.

a) declaring day 2 (April 11, 1986) of the On-Campus Retention Conference to be an in-service day thus freeing all faculty to attend the session.

b) providing lunch and refreshments for all college personnel attending the On-Campus Retention Conference at a cost of $1,346.40.

c) awarding a JTCC Foundation Mini-Grant in the amount of $850 to the Activity Director. This funding was used to bring 25 drop-outs to campus for an in-depth interview. Letters were mailed to 301 students who were enrolled in a curriculum Winter 1986 but did not return Spring 1986. An indirect benefit of this project for the Title III effort was another contact from the institution to a group of non-returning students.

d) administering the SOIS Entering Student Survey through the Learning Assistance Center (LAC) at the time of the regular placement testing for new students.

e) coverage of events associated with the retention effort in the publication, The Crier, which is produced by the Public Relations Office for JTCC personnel.

f) featuring a program on academic advising at the 1986 opening College Convocation.

See supporting documents on file in the Activity Director's Office.

Part III - Results: Impact on Attainment of Mission and Goals of the College

RESULTS: IMPACT ON ATTAINMENT OF MISSION AND GOALS OF THE COLLEGE

A major result of the combined activities related to this project has been the development of awareness college-wide of the nature of the retention effort. The term "intrusive" has become an expression representing the awareness that the College needs to be in the position of "taking the initiative." Such initiative has been accomplished with the communications component of the retention project. As an example, TABLE 6 illustrates the impact of a letter encouraging students to register early for the Fall 86 quarter.

TABLE 6

INITIAL TRACKING OF TITLE III STUDENTS WHO REGISTERED EARLY FALL 1986
August 18-22, 1986

Total Number of Registration letters sent - August 4	634
Total Number of Undeliverable Letters	- 18
	616
Total Number of Students Registering Early	228 (.37)*
Total Number of Credit Hours	2,595
Average Number of Credits	11.38
FTE (2595/15)	173
Male	75
Female	153
White	165
Black	54
Other	9

COMPARISON OF TITLE III STUDENTS TO TOTAL ENROLLMENT

	Total	% Title III
Total Number of Students Registering Early - Fall 1986 Report date: August 23, 1986	1068	228 (.21)
Total Number of Credit Hours	7695	2595 (.34)
Total FTE	513	173 (.34)

* Thirty-seven (37) percent of the students who received a special letter of instructions regarding Fall registration actually registered during the first week of early registration.

The College administration has been responsive to this concept by ensuring that the Fall Schedule of Classes be available two weeks in advance of the early registration period. This supports the effort of encouraging students to plan and seek advice prior to the actual registration periods.

The total of 1841 student letters has achieved an impact, not all of which is measureable at this time. As previously cited, TABLE 6 measures one result. Over 30 students have made individual counseling appointments as the direct result of receiving a letter. In addition, numerous telephone calls have been received regarding minor questions. Students were responding to the letter which gave them suggestions and directions for calling a specific contact person. This is another example of the College "taking the initiative."

Other specific forms of impact include the formation of a car pool register and the compilation of a directory of child care services available in the JTCC service area. See documentation in Activity Director's Office.

PROJECTIONS

The following are projected activities for Year 2 that are an outgrowth of the Year 1 activities. These activities will round out certain Year 1 objectives that were subject to some modification or delay.

1. With over 1400 SOIS records now available, the data can now be useful to generate profile information on target groups of students; i.e., by major, by age, race, sex, or other variable combinations. Preliminary plans have been made to provide such a report using key variables for each program advisor.

In addition, comparisons can be made for students who maintain consecutive quarter enrollment vs. those who do not. Another comparison group will be comprised of those students who withdraw during the quarter.

When this report is available by major, each academic division will be visited for the purpose of discussing its use and implications for retention.

2. With the installation of the laser jet printer and signature fonts, the communications component can be enlarged. For example, each of the four academic divisions can provide a letter format for communicating with advisees. The printing and mailing can be provided as an initial support service through the Title III Retention Project.

The availability of signature fonts for the College President and the Coordinator of Institutional Research will also provide a support service for correspondence with students.

3. Contact will be made with each Division, the President, and the Coordinator of Institutional Research to plan accordingly.

4. Dr. Randi Levitz will make a two-day return visit in April 1987. This visit will be structured to provide a more individualized approach to assessing retention strategies needed. Special emphasis will be given to working with the classified staff as requested.

5. Continuing focus will be placed on elements crucial to academic integration as an important factor in retention at a commuter college.

6. With the installation of networking hardware and software which will link to the offices of the Dean of Finance and the Coordinator of Institutional Research, the Title III Project will have access to more data. This is possible because of the recent on-campus linking between Administrative Data Processing and the office of the Dean of Finance.

PART V - RECOMMENDATIONS

RECOMMENDATIONS

The following recommendations are made for immediate implementation. With the development of each large activity thrust, appropriate support linkages need to be identified to ensure that the objective is realized. For every effort, there should be campus-wide knowledge and follow-through. A positive example is the college-wide planning needed for the quarterly registration periods.

1. It is recommended that all students registered any of the three quarters preceding a given registration period receive a letter informing them of the next scheduled advising and registration period. Ex. Prior to advising for Winter Quarter 1987, students who attended Spring, Summer, or Fall 1986 would receive a letter.

2. It is recommended that a welcome letter from the College President be sent quarterly to any new student by the fourth week of their first quarter of attendance.

3. It is recommended that a letter from the four academic divisions, by advisor where possible, be sent to their respective advisees prior to advising week and providing pertinent instructions.

4. It is recommended that every effort be made to continue to reinforce the importance of advising prior to the periods of the registration transaction. Advisng contact needs to be a different type contact than merely "signing up for classes." The concept of "mentor advising" needs to be promoted.

5. It is recommended that each program major area hold a minimum of two meetings per quarter (one day, one evening) to promote identity with the curriculum thus facilitating academic integration.

6. It is recommended that a student organization be considered for each academic major; e.g., ASCET, Data Processing Club, to promote involvement and identity with the institution.

7. It is recommended that a brief awards ceremony be held each quarter for students on the Dean's or Honor's List.

8. It is recommended that more courses adaptable to the ELI format be offered to enable students to take more credits than their personal work/family schedules allow.

9. It is recommended that there be some trial offering of evening courses which would allow a student to take 3 classes (9 hours) on two evenings. Ex. 6 - 7:20, 7:30 - 9:50, MW.

10. It is recommended that the June graduation schedule be enlarged to include a separate awards ceremony for graduates and families. In addition, it is recommended that a larger social function be associated with graduation. The idea of box lunches available through a vendor could bring students and families on campus for a period of time prior to the ceremonies. This type activity would promote identity with the institution for graduates and potential students.

11. In addition, continued emphasis needs to be given to the following list of recommendations made by Dr. Randi Levitz:

The following are major recommendations made during the exit session with the consultant held on April 11, 1986. An asterisk denotes an area where some progress has already been made.

* A. Evaluate need and test a variety of services being available for extended weekly or weekend hours.

Ex. Weekend Library hours
Bookstore hours during heavy enrollment periods
Expanded food service hours, especially for evening students; Ex., 8:00 p.m. class break

B. Give consideration to flex time to lengthen service hours; Ex., work 12-8, instead of 8-5.

C. Provide target services for undecided students who are more dropout prone; ex., treat as special advising group.

D. Have mandatory diagnostic and placement testing including options to demonstrate specific subject area competencies.

E. Study "how" students "flow" into the institution for what the impact of information, directions, services are; ex., have staff member pretend they are a new student.

* F. Focus on in-take advising utilizing counselor and selected interested faculty .

G. Focus on in-school advising as "mentor" advising.

H. Consider ways to train and reward "peer advisors"; ex., special budget item.

I. Use concept of "leveraging" advising contact times; e.g., group, peer, individual, telephone contact.

* J. Strongly discourage self-advising through primary technique of good advising. Use disclaimer form where absolutely necessary.

* K. Redesign Orientation to include decision-making skills, study skills, introduction to program/career clusters.

* L. Reverse cycle for indirectly encouraging late registration. Create expectancy for early registration and importance of first week of classes.

M. Establish patterns for sequence classes through a yearly schedule with minimal course conflicts.

N. Maintain awareness of negative impact of large number of class cancellations.

* O. Contact students quarterly re: need for planning and assistance.

* P. Establish a formal employee recognition program for all college personnel; ex., employee of the month.

Q. Consider use of special funding for advising.

R. Evaluate adjunct effectiveness as representatives of the instructional standards of the institution.

S. Use alumni in marketing, recruiting, and career exploration for present students.

T. Develop information about students that causes people who read it to identify with it personally ("someone who looks like, sounds like me"); ex., on brochures.

U. Reconfigure talent and potential; manage the talent; ex., "Let the fish swim."

* V. Design more opportunities for random personal contact with students; ex., such as President's breakfast.

W. Develop campus environment to facilitate spending more time on campus; ex., picnic tables in courtyard; expanded food service especially for students who come to school A.M. or P.M. directly after working 8 hours.

VI CONTACT PEOPLE

Judy McMillan, Coordinator of Admissions and Records at Thomas Nelson Community College

Carole Royall, Counselor/Title III Retention Project Activity Director at John Tyler Community College

INTERVENTION SYSTEMS

PREPARED BY WORKING GROUP II

Robert J. Grymes, Jr., TCC, Chairman
Perry Carroll, MECC
Gerald Carson, LFCC

INTERVENTION SYSTEMS

I. INTRODUCTION

The basic intent of Intervention Systems is to enhance student retention by identifying and quickly working to alleviate student problems. The literature on student retention is consistent in asserting that the first six weeks of instruction are the most important and critical in determining student persistance. To get students to stay you must get them started right. Early/Continuous Alert Programs are designed to do just that.

Danville Community College pioneered the Early/Continuous Alert Program concept in the Virginia Community College System, patterning its program after one initiated at Miami-Dade Community College in Florida. Its program was considered by the Virginia Community College System Marketing and Retention Task Force as being an exemplary student retention effort.

II. DESCRIPTION OF THE PROGRAM

The Danville Community College Continuous Alert System tracks students throughout the entire academic quarter and involves more than grade problems. Ten specific areas of concern have been identified and instructors are encouraged to report problems in those areas to the college's counselors as soon as the problems are identified. Faculty referrals and student actions are followed up by the counselors with immediate feedback to the faculty members.

The Continuous Alert System, which was initiated in 1984, is a systematic, ongoing computerized process that is used to enhance the teaching environment in the classroom. It is an evaluation system which will assist the instructor, faculty advisor, and counselor in the advisement process. Continuous Alert is an academic support system that utilizes the instructional and student development components of the college in a highly efficient manner.

The system quickly identifies three main categories of learning inhibitors in students; attendance, academic, and social.

The program procedures are as follows:

. An instructor initiates the alert process by completing the continuous alert roll and sending it to the Director of Student Development.

. Letters with an action card, are sent to students on continuous alert status.

. Acknowledgement is sent to the instructor who initiates the alert.

. The action card is returned by the student to either:
    a. Faculty member

b. Advisor

c. Counselor

d. Division Chairman

(Determined by letter)

- The action card is filled out and signed by the student and the contact person. (The action card will identify specific action that has been initiated by the contact person.)

- Notice is sent to the instructor that action has been initiated.

- The action card is returned to Director of Student Development Office. (All actions are to be completed and returned by the end of the tenth week of quarter.)

- If the student has not returned the action card after two weeks, another letter is sent indicating the student's future at Danville Community College depends upon the student coming in to see someone. The faculty member is notified of this letter, also.

- If the student still does not respond, the student's records are flagged and the student is not allowed to register for the next quarter until he/or she talks to the Director of Student Development.

- All transactions are kept on file in the office of the Director of Student Development.

Several outcomes are expected of the program:

1. Students with attendance, academic, or social problems are identified quickly and provided with the proper resources.
2. Faculty members have a systematic way of responding to student problems with an effective process that gives them immediate feedback.
3. Integration of instructional and student development activities occurs.
4. The student has positive and clear recognition that the college wants success.
5. An opportunity is provided to deal with problems before a crisis arises and when a range of alternatives exist.

To help manage and administer the System, Danville Community College has developed a Continuous Alert Micro Computer System. Designed as an integrated data base and word processor system, it handles the record keeping and letter/memoranda generation of the Continuous Alert System. The micro computer system logs data on students who are identified as having problems as they move through the various stages of the Continuous Alert System and automatically generates letters and memoranda pertaining to them.

The data base contains basic student information such as name, address, phone number, and curriculum program. It is also used to track the progress of the student through several stages of contacts and interviews. At the end of a term, statistical information can be taken from the data base for reports of frequencies of contacts, time between contacts, and frequencies of various types of referrals. The data base is dedicated to the system and is not user definable or directly modifiable. The Continuous Alert System does not have a user interface to define or generate new reports off the data base. New reports can be generated by adding new Applesoft Basic Programs to the system.

The word processor and letter editor are dedicated to the system and provide only basic word processing functions. Both of these programs can be used in a stand-alone mode to generate separate user defined letters. All the letters defined within the system are user defined and can be modified by the user. However, the "action memo" is not user defined and modification is not recommended. The system can access thirty-six different letters depending upon the user definable "action codes". There is only one "action memo" within the system in this version of the system. There are no restrictions on the types of printers which can be used.

All the programs in the system are menu driven. The system is based on an Apple IIE Micro Computer with an extended 80 column card. The computer programs that run the system are written in Applesoft Basic under Apple's Prodos Operating System. Specific hardware and software information is available from Danville Community College.

III. RESULTS

An important benefit of the Danville Community College program has been the identification of specific problem areas. By analyzing Continuous Alert Data, college personnel have been able to develop and conduct workshops designed to better prepare high school seniors for their college experiences.

The program at Danville Community College has been well received by the faculty and has resulted in a increased retention rate for full-time curricular students (Fall Quarter to Spring Quarter) of Seventy-four percent to eighty-two percent.

Student acceptance has been positive, as well. Students have indicated that they are appreciative of the college's attention and interest in them and their educational success.

IV VARIATIONS

New River Community College also employes a Continuous Alert Program, but has added a modification to the Danville Community College program which eliminates the need for faculty to fill out, by hand, the Continuous Alert Roll. At New River Community College, each instructor is given a modified, computer generated class roll, with the appropriate action codes, after the official add/drop period. The instructors merely mark appropriate code on the modified class roll and forward it to the college's Director of Student Development. New rolls are provided to instructors after each submission. According to New River Community College, the modified class rolls have increased faculty participation in the program from a one-time total of nineteen referrals to, most recently, 195 referrals.

The procedures employed at New River Community College are similar to those in use elsewhere. The action is initiated by faculty members who identify student problems, students are notified, action plans are developed, and follow-up and feedback result. Faculty members are free to handle student problems themselves, of course, and not all remedies to student problems result from the Continuous Alert Program.

The program is considered by college personnel to be successful and estimates are that about one-fourth of the students respond "officially" to the Continuous Alert notices. Others are known to contact the faculty members directly.

Another variation of Continuous Alert is Lord Fairfax Community College's Follow-Up Desk (FUD). Follow-Up Desk is an automated student follow-up system which uses RBase 5000 software. It is in its first year of operation. The program design has been refined to provide a computer generated check sheet for each instructor. The returned check sheet is used by the counselor to develop an intervention most appropriate to a student's needs. This intervention and the results are entered into the system. At the end of each quarter each instructor receives an automated report of each referral's activity. During the third week of a term or any later week, the check sheet listing each enrollee is distributed to appropriate instructors. The instructor checks the appropriate item of concern beside the name of each enrollee being refferred.

The program produces data which is used for numerous management purposes. Those purposes are primarily to identify problem areas within FUD and develop solutions to identified problems.

Other variations include John Tyler Community College's use of a Counselor Assistance Form in place of an action card and Central Virginia Community College's use of three-part NCR paper on which its Continuous Alert Roll, student-action plan, and follow-up notices are printed.

Other colleges throughout the VCCS have initiated or are about to initiate the Early/Continuous Alert Programs and all follow basically the same procedure.

From all indications, the Early/Continuous Alert Programs have been successful and have been beneficial to students, faculty, and student development personnel alike. The programs are considered to be valuable tools in college student retention efforts and their continued use and enhancement is envisioned.

V BACKUP MATERIALS

Danville Community College

New River Community College

John Tyler Community College

Central Virginia Community College

ADDENDUM A

Danville Community College

CONTINUOUS ALERT ROLL

INSTRUCTOR ____________________
DATE ____________________

	STUDENT NAME	S.S. #	COURSE	SECTION	ACTION CODE	SEND COMPLETED ACTION PLAN	
						YES	NO
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

ACTION IDENTIFICATION CODE:

1. Student has been consistently missing class
2. Student has been consistently tardy to class
3. Student has not shown up for class
4. Given when it appears student will receive a "D" or below if improvement is not shown.
5. Given when it appears student is not capable of this level of work.
6. Re-evaluation of academic goals
7. Student is having a problem adjusting to classroom environment
8. Student is having financial difficulties
9. Student is having difficulties outside of class (ex. work, family, illness)
10. Special Situation

COMMENTS:

ACTION CARD

DATE ____________ CURR. NO. __________

PRESENT CARD TO: CLASS ____________

___ class instructor

___ faculty advisor ACTION NO. _________

___ counselor

___ division chairman

NAME: ______________________________ SS# ________________

ADDRESS: ___________________________

CITY & STATE: ______________________ ZIP: _______________

TELEPHONE NUMBER: __________________

INSTRUCTOR: ________________________

DATE: _________________

ACTION PLAN: ____

____

____

____

SIGNATURE:
STUDENT ____

COLLEGE REP. ____

SEND COMPLETED ACTION PLAN ______ Yes ______ No

Danville Community College

1008 South Main Street Danville, Virginia 24541

Telephone (804) 797-3553

Director of
Student Developmen

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

It has come to my attention that you have been consistently missing Class-Section.

I am very concerned that this will have a negative effect on your success in this class.

I am requesting that you bring the enclosed Action Card to your guidance counselor. Your counselor will be expecting you.

Sincerely,

Director of Student Development

nt

Enclosure

Danville Community College
1008 South Main Street Danville Virginia 24541
Telephone (804) 797-3553

VIRGINIA COMMUNITY COLLEGE SYSTEM

Director of
Student Developme

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

It has come to my attention that you have not been attending Class-Section. You are registered in this class and will receive an F for the quarter unless other arrangements are made.

Please bring the enclosed Action card to your guidance counselor and he (she) will be happy to talk to you about your options.

Sincerely,

Director of Student Development

nt

Enclosure

Danville Community College
1008 South Main Street Danville [illegible]
Telephone (804) [illegible]

Director of
Student Development

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

It has come to my attention that you have been having academic difficulty in Class-Section.

We would like to be of assistance and help you develop a plan of action.

I am requesting that you bring the enclosed action card to your guidance counselor in the Wyatt Building. Your counselor will be expecting you.

Sincerely,

Director of Student Development

nt

Enclosure

Danville Community College

1008 South Main Street Danville, Virginia 24541

Telephone (804) 797-3553

Director of
Student Developme

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

It has come to my attention that you have been consistently missing Class-Section.

I am very concerned that this will have a negative effect on your success in this class.

I am requesting that you bring the enclosed Action Card to your division chairman. He (she) will be expecting you.

Sincerely,

Director of Student Development

nt

Enclosure

Danville Community College
1008 South Main Street [illegible] Virginia [illegible]
Telephone [illegible] 3553

Director of
Student Development

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

It has come to my attention that you have not completed your LBRY 126 course this quarter. If it is not completed, this will result in your receiving an F grade. Please contact your instructor, Mrs. Girardeau, as soon as posible.

Thank you for your attention in this matter.

Sincerely,

Director of Student Development

nt

Danville Community College

1008 South Main Street   Danville, Virginia 24541

Telephone (804) 797-3553

Director of

Student Development

September 1, 1984

Student's Full Name
Street Address
City, State Zip

Dear Student Name:

You were sent a letter with an action card from my office. As of today, we have not received an acknowledgement from you. Please call the counseling office upon receipt of this letter at 797-3553, Ext. 260, and make an appointment with your counselor. Your continued participation at DCC is dependent upon this appointment.

Thank you.

Sincerely yours,

Director of Student Development

nt

Danville Community College

[illegible] Main Street   Danville, Virginia [illegible]

Telephone (804) 797-[illegible]

Director of
Student Development

TO: Instructor's Name

FROM: Director of Student Development

SUBJECT: Continuous Alert Follow-up

The following student(s) has been contacted as you requested:

student	class	date

You will be notified when the student's Action plan has been completed.

nt

ADDENDUM B

New River Community College

NEW RIVER COMMUNITY COLLEGE

CONTINUOUS ALERT ROLL

03/20/87
WINTER QUARTER 1987

PAGE 1
L532

CAMPUS - A   DIVISION - ARTS AND SCIENCES

COURSE NO.	COURSE NAME	CRS	DAYS TAUGHT	TIME	BLDG	ROOM	INSTRUCTOR - NAME & SOC.SEC.NUM.
SOCI 201 - 01A	GENERAL SOCIO	3	MWF	1000-1050	001	0138	

SOC SEC NUM	CODE	STUDENT NAME	ADDRESS	HOME PHONE	ADVISOR	COMMENTS

****

CONTINOUS ALERT CODE DEFINITIONS:

1. Student has been consistently missing class
2. Student has been consistently tardy to class
3. Student has not shown up for class
4. Appears student will receive a "D" or below if improvement is not shown
5. Appears student is not capable of the level of work
6. Re-evaluation of academic goals
7. Student needs tutorial assistance
8. Student is having financial difficulties
9. Student is having difficulties outside of class
10. Special situation

****

NEW RIVER COMMUNITY COLLEGE, DRAWER 1127, DUBLIN, VIRGINIA 24084, PHONE 703 674-4121

March 20, 1987

Mr.
Route
Dublin, VA 24084

Dear

It is important to NRCC that all of our students succeed in their educational experience. We would like to meet with you to talk about your progress in your classes. We have been notified that you are having some difficulties in the following areas and we would like to help you work through these problems:

BUAD 100-01 Student has been consistently missing class.

Please bring the enclosed form with you to the counseling office and ask to see one of our counselors, Dale Conrad or Marian Lockard. We look forward to meeting with you within the next week.

Sincerely,

Director
Student Development

ca
Enclosure

This letter is sent for codes 1 - 3.

NEW RIVER COMMUNITY COLLEGE, DRAWER 1127, DUBLIN, VIRGINIA 24084, PHONE 703 674-4121

March 20, 1987

Mr.
Route
Dublin, VA 24084

Dear

It has come to my attention that you have been having academic difficulty in the following area:

SOCI 102-01 Appears student is not capable of the level of work.

We would like to be of assistance and help you develop a plan of action for academic success. Please bring the enclosed form by the counseling offices and talk to one of our counselors, Dale Conrad or Marian Lockard.

Sincerely,

Director of Student Development

ca

Enclosure

This letter is sent for codes 4 - 10.

ACTION FORM

Please bring this form with you and see a counselor

NAME ______________________________ SS# __________

ADDRESS ______________________

____

TELEPHONE (   )   -

CLASS	CODE	INSTRUCTOR

PLAN OF ACTION:

DATE __________

SIGNATURES:
STUDENT ______________________
COUNSELOR ______________________

MEMORANDUM

TO :

FROM :

DATE :

SUBJECT: Continuous Alert Students

We have contacted the following student or students:

This contact was made through a letter dated as indicated above. We are now awaiting the student's response.

Thank you for your help.

ca

MEMORANDUM

TO : Faculty

FROM:

DATE: January 16, 1987

RE : Continuous Alert

New River Community College has a system in place called "Continuous Alert". As the title implies, a student can be alerted to his/her status in a particular class continually throughout the quarter.

Attached is a list of your students with codes listed at the bottom of the page. If you have a student whom you think should be alerted to a problem or potential problem, please write in the code number and put this roll in my mailbox. I will, in turn, send a letter to the student asking him/her to come in to the Counseling Center to make plans with a counselor's assistance to improve the student's present academic status.

We hope this demonstrates to the students that the college cares about their success and is interested in supporting, informing, or assisting them in any way. The new preprinted "Continous Alert" roll should reduce the time involved in reporting the students' problems. If you were not at the faculty meeting when I explained this, please drop by for more information.

ca
Attachment

ADDENDUM C

John Tyler Community College

EARLY ALERT CHECKLIST

Dear Faculty:

John Tyler Community College has established as an institutional goal the reduction of its attrition rate by at least 10 percent each quarter compared to last year (the attrition rate is approximately 40 percent between quarters). Faculty co-operation is critical to the accomplishment of this objective.

It has been found that the first six weeks of a class are critical in terms of a student's decision to continue his studies.

Won't you take a few minutes and identify students in your classes who may be exhibiting one or more of the characteristics below? Needless to say, you must utilize subjectivity in responding to some of the items.

Please return this form to the Counseling Center as soon as possible.

Thank you,

Counselor

Instructor ______________________

Date ______________________

Student Name	S.S.N.	Course	Section	Action Identification Code

Action Identification Code:

1. Student has been consistently missing class.
2. Student has been consistently tardy to class.
3. Student has not shown up for class.
4. Given when it appears student will receive a "D" or below.
5. Given when it appears student is not capable of this level of work.
6. Re-evaluation of academic goals
7. Student is having a problem adjusting to classroom environment.
8. Student is having financial difficulties.
9. Student is having difficulties outside of class (ex. work, family, illness)
10. Special Situation

Comments:

JOHN TYLER COMMUNITY COLLEGE

MEMORANDUM

TO: ______________________________ DATE:

FROM:

SUBJECT: Early Alert Follow-up

The following student(s) has been contacted and requested to make an appointment with a counselor for assistance:

Student	Class	Date

SUMMARY OF COUNSELING ASSISTANCE

NAME ______________________________ ____________QUARTER 19 ____

SOCIAL SECURITY NUMBER ____

Reason for Counseling Session: ____

____

Summary of Counseling Session: ____

____

____

Recommendations: Please check (___)

1. _____ Career Development Inventories

The ________________________ has/have been administered to me and

interpreted by ____, Counselor.

Outcome: ____

2. ____ Personal Counseling

____ Individual

____ Group Counseling

Outcome: ____

3. ____ Use of College Information Resources:

a. ___ Read printed material on ____________________________
and/or listened to the tapes on____________________________
in the College Information Center.

Outcome: ____

4. ____ Use of Career/Life Planning Resources:

a. ___ Read printed material on ________________ careers.

b. ___ Viewed _______________________ filmstrips.

c. ___ Used microcomputer

1. _______ Virginia View

2. _______ DISCOVER

3. _______ COIN

Outcome: ____

5. ____Information on College Survival Skills:

    a. ____Note-Taking Skills

    b. ____Study Skills

    c. ____Time Management Skills

    d. ____Stress Management Skills

    e. ____Test-Taking Skills

    Outcome: ______________________________

6. ____Other ______________________________

____

Outcome: ______________________________

______________________ ________
Student's Name Date

______________________ ________
Counselor's Name Date

ADDENDUM D

Central Virginia Community College

CONTINUOUS ALERT ROLL

INSTRUCTOR ____________________
DATE ____________________

STUDENT NAME	S.S.#	COURSE	SECTION	ACTION CODE	SEND COMPLETED ACTION PLAN	
					YES	NO

ACTION IDENTIFICATION CODE:

1. Student has been consistently missing class
2. Student has been consistently tardy to class
3. Student has never shown up for class
4. Given when it appears student will receive a "D" or below
5. Given when it appears student is not capable of this level of work.
6. Re-evaluation of academic goals
7. Student is having a problem adjusting to classroom environment
8. Student is having financial difficulties
9. Student is having difficulties outside of class (ex. work, family, illness)
10. Special Situation

COMMENTS:

Original & Yellow Copy to Counseling
Instructor Keeps Pink Copy

ACTION FORM

DATE ______________ CURR NO. ______________

PRESENT CARD TO: CLASS ______________

____ Counselor/Educational Advisor ACTION NO. ______________

NAME: ____________________________ SS#: ______________

ADDRESS: ____________________________

CITY & STATE: ______________________ ZIP: ______________

TELEPHONE NUMBER: ______________

INSTRUCTOR: ______________________

* *

ACTION PLAN: ____

____

____

____

____

SIGNATURE:

Student: ____

Counselor/Educational Advisor: ______________________________

COMPLETED ACTION PLAN SENT: ________ - ________ / ________ - ________
YES DATE NO DATE

White Copy to Student
Yellow Copy to Faculty
Pink Copy to Counseling File

VI CONTACT PEOPLE

Peter Castiglione, Director of Student Development at Danville Community College

Rita Dixon, Director of Student Development Programs at New River Community College

MEDIA RELATIONS

PREPARED BY WORKING GROUP III

Linda G. Sheffield, SsVCC, Chairman
Sally F. Fulton, BRCC
William Gee, JTCC
Sheila Larson, GCC
Richard A. Ughetto, RCC

MEDIA RELATIONS

Marketing as a concept has become widely accepted by the colleges within the VCCS. Furthermore, it has proven to be successful. Among the many activities and efforts of faculty, staff, and administrators in marketing, one of the most important aspects is that of media relations. Media relations includes all of the activities which the colleges use to develop positive rapport with media personnel and the effective use of different media in disseminating the institutional message.

The following colleges were determined to have particularly effective programs in media relations. These colleges are diverse in size, location, and resources but all demonstrated that they utilized all of the media at their disposal. The media relations programs include receptions and dinners for the media personnel, use of public service announcements, speakers bureaus, radio spots, both television and cable television, street banners, and a multitude of college brochures and other publications.

NORTHERN VIRGINIA COMMUNITY COLLEGE

At NORTHERN VIRGINIA COMMUNITY COLLEGE an annual plan is developed for using the media to market the college. The plan includes both annual and quarterly activities and allows for the promotion of specific activities and events, such as registration, as well as building a strong image and "name" recognition. Annual activities include:

- A college catalog which uses full-color on the cover
- An annual report which reflects community and government involvement with the college
- An eight-page insert in Campus Voice, a national publication which is distributed locally to high school seniors. In addition, the insert itself is used as a separate viewbook and the back page of the publication is used as a poster display.

The quarterly activities revolve around registration dates and places and include the following:

- Class schedules are mailed to every household in northern Virginia.
- Newspaper announcements are placed in the eight local newspapers. These announcements are based on a predetermined annual theme.
- An average of 20 radio spots are placed throughout the week before registration during morning drive time, midday, evening drive time and night time.

* Household mailers and registration reminder cards are mailed to every household in northern Virginia.
* A special promotional campaign may be considered for a particular quarter and posters and special flyers are used. For example, a special flyer might be provided to give information concerning the advantages of attending summer school or posters might be distributed to attract high school graduates and other college students returning to northern Virginia for the summer.

The annual plan also provides for special projects. For the 20th anniversary, a special logo was designed and all publications carried the identity of the 20th anniversary on the cover for one year. Newspaper stories were developed around the anniversary and special media events were featured including a barbecue for donors to the college foundation, a cake-cutting ceremony, a community fair, and over 50 displays at a large shopping mall. Each week a 30-minute radio program is produced by the college and aired on eight local radio stations. These programs include community interest topics as well as some college staff and program oriented programs. A volunteer production staff used through FCCA cable assists the college in the production of a 30-minute television program. This program, aired on seven local cable stations, focuses on community interest and highlights college programs and activities.

Last, but certainly not least, are the personal contacts made with local media each week at their location. Special visits are set up for the media to visit the campus for orientation and update on college activities.

Contact Person: Mrs. Charlotte Wilhelmi, Director of
College Relations and Development
Telephone: (703) 323-3195

Northern Virginia Community College

in celebration of its 20th Anniversary

invites you to attend

a college exhibition entitled

NOVA
YOUR COMMUNITY COLLEGE
YOUR PLACE TO LEARN

featuring all College programs, services,

registration, performances and demonstrations.

Friday and Saturday, March 6 & 7, 1987

10:00 a.m. - 9:30 p.m.

Tysons Corner Shopping Center

BLUE RIDGE COMMUNITY COLLEGE

BLUE RIDGE COMMUNITY COLLEGE feels that developing a close working relation ship with the media is a very important aspect of college marketing. So important that two college objectives have been developed to address this issue:

- * Objective #1: To understand the medias' position; they are conscientious people trying to do a good job; they can do that best by being informed. The college keeps the media informed by holding press conferences, inviting media to various college functions and activities, providing news releases, feature articles and public service announcements, and having the President and other administrators available day or evening to answer questions about the media.
- * Objective #2: To recognize that the media are human beings and that they like to be appreciated.

Blue Ridge Community College accomplishes the second objective through hosting an annual media appreciation social. The second annual media appreciation social was held this spring to thank media representatives for their efforts in promoting the mission of the College during the past year. One hundred invitations were sent to station owners and directors, as well as news and sales personnel, for area radio stations, television stations, and newspapers. The social began on Friday at 5:30 p.m. so that individuals could stop on the way home from work. It consisted of an open bar and stand-up buffet with no agenda and no speaker. This year's social also featured a surprise birthday cake for the editor of one of the area newspapers. Some of the guests stayed until after 10:00 p.m.

The social accomplished several objectives. It demonstrated the College's gratitude to these individuals for their valuable service and time. It also provided an opportunity for media personnel to become acquainted with the College administrators whom they may not have met previously. In addition, it permitted college personnel to meet and interact with media representatives in a informal, relaxed setting.

During December, the college offered gift certificates in the amount of $17.00 each (cost of one credit) for Christmas gifts. The certificates were promoted through the winter class schedule, news releases to local newspapers, public service announcements to radio stations, and announcements in the college's weekly bulletin. This creative idea attracted the attention of the AP and UPI wire services and, as a result, the College received state-wide coverage.

During the first six weeks, 17 certificates were sold, totalling $289.00. Blue Ridge plans to continue promoting the certificates as wedding, graduation, and birthday gift ideas.

In January 1987, Blue Ridge distributed its first Speakers Bureau Booklet. Area groups were given a selection of over 105 topics offered by 38 Blue Ridge faculty and administrators. Over half of the presentations listed were developed specifically for high school students. This was in response to a request from area high schools for a listing of speakers who would be interested in participating in career-day programs.

Over 1,000 copies of the Speakers Bureau Booklet were distributed to teachers, counselors, and administrators in the local schools. Copies were also sent to representatives of business, industry, and the media. Within the first week, three requests for speakers had been received through the bureau.

Contact Person: Ms. Sandy Harris, Administrative Assistant
to the President
Telephone: (703) 234-9261

BLUE RIDGE COMMUNITY COLLEGE
BOX 80, WEYERS CAVE, VIRGINIA 24486
TELEPHONE (703) 234-9261/885-5960

GIFT CERTIFICATES FOR A TUITION-FREE CLASS

During December the College offered gift certificates in the amount of $17.00 each (cost of one credit) for Christmas gifts. At first the idea was to sell certificates for one three-credit class but then we realized that few people would give a $51.00 Christmas gift, so the certificates were sold in one credit units.

The certificates were promoted through the Winter class schedule, news releases to the local newspapers, public service announcements to the 17 local radio stations and by posting announcements on campus bulletin boards.

The local news story was picked up by the AP and UPI wire services and as a result, the College received state-wide coverage on the idea. (See Attachment A)

The certificates were on sale with the publication of the Winter Class Schedule, October 25. In approximately six weeks, 17 certificates, or $289.00 worth, were sold. Some individuals bought one certificate, some bought several, and one person bought a full-quarter.

This idea was a first for the College and was well-worth the effort. The College plans to continue offering the certificates for sale and have them available on a regular basis for wedding, graduation and/or birthday gift ideas.

Attachments:
A - news clippings
B - Promotion in Winter Class Schedule
C - Sample of Gift Certificate

VIRGINIA COMMUNITY COLLEGE SYSTEM

Pages 197 - 199 contained photocopies of copyrighted newspaper articles, and have therefore been removed. The articles were as follows:

"Christmas Gift Certificates Are Offered by BRCC", from the Waynesboro, Virginia, *News-Virginian*, Wednesday, November 5, 1986

"Gift Certificates", from the Staunton, Virginia, *Daily News Leader*, Wednesday, November 5, 1986

"Tuition Gifts", from the Waynesboro, Virginia, *News Virginian*, Wednesday, December 17, 1986

"BRCC Has Gifts", from the Elkton, Virginia, *Valley Banner*, Thursday, December 1, 1986.

"Gift Certificates" from the Staunton, Virginia, *Daily News Leader*, Monday, December 1, 1986

"Special 'Gift'", from the Waynesboro, Virginia, *News Virginian*, Saturday, November 29, 1986

"College Credit: Gift certificates offer something with class", from the Roanoke, Virginia, *Roanoke Times & World-News*, Wednesday, December 17, 1986

"Stumped? Colleges offer gift certificates", from the Richmond, Virginia, *Richmond Times-Dispatch*, Thursday, December 18, 1986

General Information...

About The College

BLUE RIDGE COMMUNITY COLLEGE is a two-year college serving the citizens of Augusta, Highland and Rockingham counties, and the cities of Harrisonburg, Staunton and Waynesboro. The College offers occupational/technical programs, university transfer programs, developmental studies, and continuing education programs.

Approximately 2,200 students enroll each quarter for day and evening classes. Over 70% of the enrollment attend classes on a part-time basis; 60% of the students are female. The average age of students at Blue Ridge is 28.

Complete student services, including counseling, financial aid and job placement are available on campus.

Blue Ridge is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The associate degree curricula of the College have been approved by the State Council of Higher Education for Virginia. The Animal Technology program is approved by the Virginia Board of Veterinary Examiners and accredited by the American Veterinary Medical Association.

Blue Ridge maintains and promotes equal employment opportunity without regard to race, sex, color, national origin, religion age or handicap.

The class schedule is subject to necessary changes that may be dictated by enrollment, personnel requirements or availability of facilities.

Special Session Information

First Five-Week Session (March 9-April 10)

Course Number	Last day for registration, schedule change, or refund	Last day for withdrawal without grade penalty
GENL 100-DN	March 13	March 27
HLTH 103-02	March 13	March 27
HLTH 103-03	March 13	March 27
REAL 164-55	March 13	March 27

Second Five-Week Session (April 13-May 15)

Course Number	Last day for registration, schedule change, or refund	Last day for withdrawal without grade penalty
BUAD 198-55	April 17	May 1
PHED 135-66	April 17	May 1
PHED 139-66	April 17	May 1
REAL 165-55	April 17	May 1

Other Special Sessions (as listed in schedule)

Course Number	Last day for registration, schedule change, or refund	Last day for withdrawal without grade penalty
DAPR 120-S1	March 16	March 23
DAPR 120-S2	April 6	April 13
GENL 100-02	March 16	April 3
GENL 100-03	March 16	April 3
GENL 100-25	April 6	April 10
GENL 100-26	April 7	April 10
GENL 100-56	March 2	March 6
GENL 100-57	March 2	March 6
GENL 100-58	March 11	March 20
NURS 198-02	April 7	April 10
NURS 198-55	April 21	April 24

Handicapped Students

Special needs accommodations are available to students with disabilities. Academic accommodations are arranged through the Counseling Center on an individual basis. The College's grounds and buildings are accessible to the physically handicapped.

Give A Gift Of Class

Graduations, birthdays and weddings are just a few of the occasions on which you could give a gift of class.

Purchase Blue Ridge Community College gift certificates in the amount of your choice. The certificate will be applied toward the tuition of any course at any location where Blue Ridge classes are scheduled. Regular registration and tuition rules apply.

Invest in the future of someone you care about. For additional information contact the Business Office (Ext. 233) or the Admissions Office (251).

Tuition

$17.00 per credit hour for in-state students; $81.00 per credit hour for out-of-state students.

The normal three-credit course will cost a total of $51.00 ($17 x 3), or only $1.70 per each hour of instruction.

Tuition can be paid by cash, check, MasterCard, CHOICE or Visa. Payment for tuition must be made for you to be officially registered.

Full-time students pay a quarterly student activities fee of $2.50.

REFUNDS: You can receive a full refund of tuition for course(s) dropped by March 18 (for ten-week classes). NO REFUNDS will be given for courses dropped after the last day for a refund.

Off-Campus Locations

BHS	Broadway High School
BGHS	Buffalo Gap High School
BRWC	Blue Ridge Community College Waynesboro Center
CJTC	Criminal Justice Training Center, Waynesboro
GCP	Grand Caverns Park, Grottoes
HFS	Harrisonburg Fire Station
HHS	Harrisonburg High School
SPD	Staunton Police Department
SRC	Staunton Racquet Club
SVA	Shenandoah Valley Airport, Weyers Cave
TAHS	Turner Ashby High School
WCES	Weyers Cave Elementary School

How To Enroll

In order to be eligible for admission, you should have a high school diploma or the equivalent, OR be 18 years of age and able to benefit from a program at the College.

To obtain application and registration materials, contact the admissions office at the College (703) 234-9261/885-5960/949-0269; or the Waynesboro Center at 942-BRCC. All application and registration materials may be completed at the time of registration. If you plan to enroll in a course(s) and are not really sure about working toward a degree, diploma or certificate, all you need to do is to complete an application and registration form. If you plan to enroll in a specific program, you will need to talk with a counselor as part of the admissions process. This should be done at least several weeks prior to registration as you will need to request transcripts from other schools/colleges you have attended.

Financial Aid

To apply for financial aid, contact the Financial Aid Office (G107) to discuss your individual situation. Because the application process is lengthy, you are advised to apply as early as possible. Most aid is awarded on the basis of need — the difference between the cost of your education and the amount you can afford to pay. You can have your "need level" determined by completing a financial aid form and having it analyzed. You can pick up a copy of this form at most college financial aid offices and in most high school guidance offices.

In general, to be eligible for aid you must be enrolled at least half-time (six credit hours) as a regular student (i.e. admitted to a degree, diploma or certificate program). As a Blue Ridge student, you may apply for the following forms of assistance: Federal and State Grants, Guaranteed Student Loans, College Work-Study Program, Local Scholarship, Veterans Educational Benefits, and Virginia War Orphans Educational Program.

Academic Information

Math Placement: If you are planning to register for any math course for the first time at Blue Ridge, you will need to complete a placement test BEFORE REGISTERING FOR THE COURSE to determine if you have the skills necessary to succeed in the course. The math placement evaluation can be completed before registration at the Counseling Center or during registration (allow 45 minutes to take the evaluation).

Auditing A Class: When you enroll in a course, you can take it for college credit or for "audit". The tuition is the same for either choice, but when you audit a class, you can attend the classes without taking tests or completing the required classwork. You will not receive college credit for courses audited. If you wish to audit a class you must indicate it on your registration form.

To change from auditing a class to taking it for credit, simply go the Admissions Office by March 18 (for a ten-week class) to make the change. You can change from being a credit student to auditing a class by following the same procedure by April 17 (for a ten-week class).

Zero-Level Courses: You will want to note that any development courses you enroll in (courses with the prefix "0" before the course number) do not count toward degree or graduation requirements, although such courses do carry credit for the purpose of tuition payment.

Final Grades: Grades are mailed to the address you provide on your application. Address or name changes after you make application can be completed on a "Change of Name/Address Form" at the Admissions Office (G101).

If a grade is incorrect, bring it to the attention of your instructor within one week of the end of the quarter in which the grade was awarded. Once verified by the instructor, grades become a part of your permanent record. Transcripts are generally available from the Admissions Office two weeks after the quarter ends.

"We welcome [illegible] today (Ext. 206) and [illegible] you'd like to have offered and [illegible]."

Dr. Nancy [illegible]

Di[illegible]

BEST COPY AVAILABLE

BLUE RIDGE COMMUNITY COLLEGE

VOID

is entitled to enroll in a one-credit course at Blue Ridge Community College free of charge, or to apply this Certificate toward any credit course offered by the College during the winter or spring quarters.

This Certificate is being provided compliments of

____

GIFT CERTIFICATE

EXPIRATION DATE: March 13, 1987

MARKETING AND RETENTION RECOGNITION PROGRAM
Media Relations

MEDIA SOCIAL

A media appreciation social is held each spring to thank the media for their past and continuing support in promoting the mission of the College. Radio stations, newspapers and television personnel are included. The Directors and/or owners of the station, as well as news and sales personnel are invited.

1986 was the first year Blue Ridge held such an event and it was extremely successful. Of the 95 persons invited approximately 65 attended. The social begins on a Friday afternoon at 5:30 PM (so that individuals can stop on the way home from work if appropriate) -- last year a number of persons stayed until midnight.

This social accomplishes several important things: 1) the media are treated with respect and recognized as individuals who like to be thanked for the valuable service and time they provide; 2) it provides an opportunity for media personnel to meet and talk with various college administrators whom they may not have a chance to meet otherwise -- this smooths the way for the media to contact various persons at the college to answer specific questions they may have with regard to reporting the news, and 3) it permits college personnel to meet and interact with the media .

A copy of the 1987 invitation to the social is attached.

Dr. James C. Sears

President of

Blue Ridge Community College

cordially invites you to attend an

Appreciation Social

to extend the College's thanks

for the past and continuing support of

the media in promoting the mission

of the College

on Friday, the twentieth of March

nineteen hundred and eighty-seven

at five-thirty p.m.

Staunton Country Club

Woodrow Wilson Parkway (Exit 58, I-81)

R.S.V.P. by March 11, 1987
Public Relations Office, Ext. 212
(703) 885-5960 / 234-9261 / 949-0269

JOHN TYLER COMMUNITY COLLEGE

JOHN TYLER COMMUNITY COLLEGE's media relations efforts include quarterly and annual activities, special events, video presentations, appreciation dinners, and internal public relations activities as well. The college catalog, general information brochure, quarterly schedule of classes, the annual report, and the college folio are published commercially. In addition, the college produces in-house more than 40 different program/seminar/workshop brochures each academic year as well as posters and newsletters promoting course offerings. These are mailed in bulk to potential students. The public relations office is proud of the in-house publications and several commercial publications vendors have commented on how well done the publications are.

The quarterly schedule of classes is published in a tabloid form and over 177,000 of these are distributed each quarter. Two other outreach tabloids are produced and have a distribution of over 13,000.

JTCC has adopted the theme "SOMETIMES HAPPINESS IS JUST A MATTER OF DEGREE" and has used it on posters, the general college brochure, the quarterly schedule of classes, and in a video recruitment program. This 10-minute video shows how a student moves through the College from inquiry to application to counseling to testing, to registration and finally to student support services. The tape was designed for both recruitment activities and to be used for general audiences to promote awareness. The college has also developed a slide presentation describing the college curriculum and services, the service area, and examples of offerings especially designed for service area business and industry. The slide presentation is to orient new Local College Board members, new Foundation Board of Directors members, and groups of prospective students to the college.

News releases, public service announcements, and radio and television spots are used extensively by the college. More than 65 news release and public service announcements are disseminated in an academic year. The news articles include registration notices, scholarship recipients, special programs and events, and feature articles on programs and services at the college. Faculty in the Mathematics, Natural Sciences, and Allied Health Division contribute an article each month to the health column of a section of the Sunday edition of the Richmond Times-Dispatch.

JTCC's Speakers Bureau is a way of sharing its resources with area clubs, professional organizations, schools, churches, fraternal, and civic groups of interested citizens. Along with keeping a scrapbook of all articles appearing in the local newspapers about JTCC, the college hosts an annual Appreciation Dinner for community leaders and sponsors an annual Veterans Day Ceremony.

Another important aspect of JTCC's media relations activities are the internal public relations. The college regularly publishes an employee newsletter, internal news releases, and a student newsletter. Program newsletters such as Grants and Development are published periodically.

Contact Person: Mrs. Betsy Little, Administrative Assistant
to the President
Telephone: (804) 796-4000

PAUL D. CAMP COMMUNITY COLLEGE

This spring PAUL D. CAMP COMMUNITY COLLEGE used the unveiling of its new college seal as a way of focusing media attention on its mission and programs. Weeks of planning included invitations to business leaders, area school officials, alumni, selected residents of the community, College board members, and the media. Prior to the ceremony, signs around the campus indicated that the old seal was being replaced, preparing the college community for change and raising the level of expectation.

Students served as ushers for the event. The invocation was given by a Paul D. Camp alumnus who is also minister of an area church. Following remarks by the College President, the image of the new seal was projected on a screen at the front of the room. Members of the Paul D. Camp family, whose seal was adopted by the College, accepted a framed copy of the seal. The VCCS Chancellor remarked on the importance of the occasion and acknowledged the amount of work that the selection of college seal requires.

Graduates from each year since the College's opening were recognized, along with current and past members of the College's Board.

Following the ceremony, a reception was held in the College's library. It featured a cake decorated by members of the Paul D. Camp staff and decorated with the College's new seal.

This event at Paul D. Camp Community College illustrates how the unveiling of a College seal, logo, or motto can be made into a news-worthy event. Not only did the occasion bring many prominent individuals to the campus and attract media attention, but it also brought the College community together to welcome the change with enthusiasm and pride.

Contact Person: Dr. Linda Ferguson
Telephone: (804) 562-2171

PAUL D CAMP COMMUNITY COLLEGE

WHO: Dr. Michael B. McCall, President of Paul D. Camp Community College

WHAT: Will unveil the Official Seal of the College which was recently adopted by the PDCCC Local College Board.

WHEN: Tuesday, March 31, 1987, at 3:30 p.m.

WHERE: Room 143, Franklin Campus

WHY: Seventeen years ago, on April 1, 1970, the College was officially named "Paul D. Camp" to honor a man noted for his contributions to this region's development and whose family donated the land for the campus. Since that time, the College has grown to serve the educational needs of its service region--including the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight.

Until now the College has never had an official seal. To honor the College's namesake and his family, the Local College Board approved incorporating the Camp family Coat of Arms into a seal to be the official authentication of College documents.

A passage in the Certification of the Coat of Arms best summarizes the appropriateness of this representation:

"...the emblem of generosity and elevation of the mind."

For more information, call
Patsy R. Joyner, Director
Community & Continuing Ed.
and Public Information Officer
804/562-2171 (Ext. 290)

RESUME

Paul D. Camp Community College
Box 737, College Drive
Franklin, VA 23851

OBJECTIVE:

To provide affordable, high quality vocational and academic programs to all residents of Suffolk, Franklin, Isle of Wight and Southampton Counties.

CREDENTIALS:

Paul D. Camp Community College awards two-year degrees as well as certificates in technical and general education fields. The College is accredited by the Southern Association of Colleges and Schools.

EXPERIENCE:

The College has been preparing individuals for employment since its founding in 1970. Since then over 24,000 students have furthered their education and 1,856 degrees have been awarded.

SPECIAL SKILLS:

Delivering new technology is one of our key contributions to economic development. Successful economic growth requires the ability of workers to be trained or retrained as technology demands.

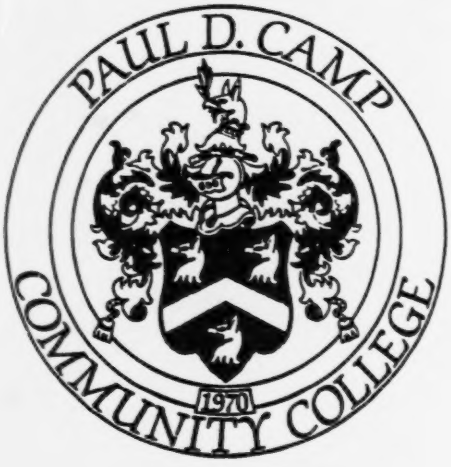
Day and Evening Classes are offered in many high-demand programs. The college is committed to maintaining quality and flexibility in programs.

On-site training in many technical and academic fields can be arranged through the Office of Continuing/Community Education. Custom-designed instructional programs can range from a single workshop to a comprehensive degree program offered at your site or one of the College centers. Topics range from highly technical skills to work-related interpersonal skills.

REFERENCES:

Gwaltney of Smithfield
Union Camp Corporation
Planters Division of Nabisco Brands
Southampton Memorial Hospital
Louise Obici Hospital
Virginia Power
Thomas J. Lipton

For additional information please call
Office of Continuing/Community Education
(804) 562-2171



The Official Seal
of
Paul D. Camp Community College

A SEAL is a device with a design or lettering for impressing on paper, wax, or metal. Seals are often attached to official and important documents to prove that they are trustworthy. Every country in the world and many cities, states, provinces, important officials and other enterprises have seals. In early times, kings and other officials wore signet rings. They pressed the design of the ring on hot wax to make a seal.

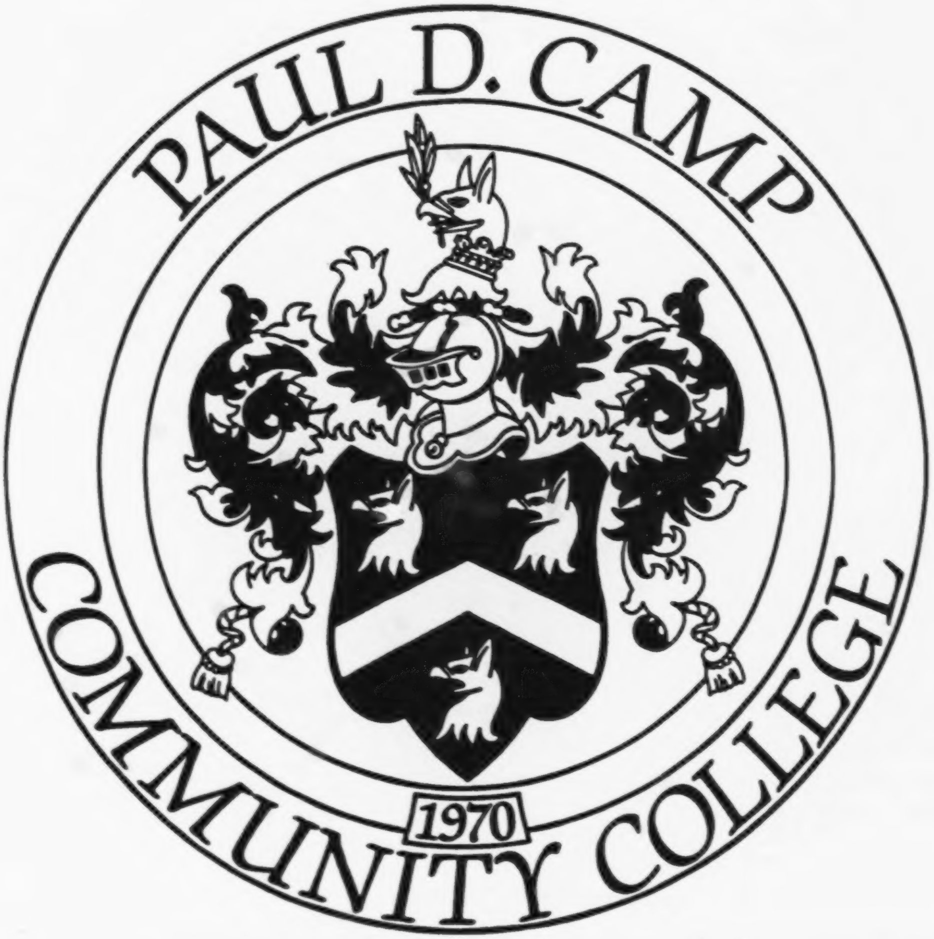
This seal is composed of the Coat of Arms of the Camp family. "Paul D. Camp" became the official name of the College on April 1, 1970, in honor of a man revered for his contributions fo this region's development and whose family donated the land for the campus in Franklin, Virginia.

The CREST features a griffin's head, ducally gorged and holding in the mouth a branch of laurel. The griffin is a fabulous animal, half eagle and half lion, symbolizing vigilance, strength, and swiftness.

The LAUREL is the symbol of success, victory, and triumph. In classical art the laurel was sacred to Apollo, and the victors of the Pythian games were crowned with laurel.

The ARMS, or shield, contains a chevron between three griffins' heads. The chevron signifies protection and was awarded to the one who had achieved some notable enterprise. It represents either the saddle of a war horse or the roof-tree of a house. A chevron has sometimes been given to those who have built churches or fortresses or who have accomplished some work of faithful service.

A full-color Coat of Arms features the colors SABLE (black) and OR (gold). The color Sable represents the fur lining of royal robes. It signifies nobility and constancy. The metal Or is the emblem of generosity and elevation of the mind.


PAUL D. CAMP
COMMUNITY COLLEGE
1970

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE, like the colleges mentioned previously, produces college and program brochures, a college catalog, uses news releases, public service announcements, and radio spots extensively; sponsors a Speakers' Bureau; publishes an internal newsletter, distributes flyers; and produces quarterly class schedules. The College first introduced its class schedule in tabloid form a little over two years ago. Aside from containing the information needed to register, the schedules perform a public relations function in that they "peoplize" the college by introducing the constituency to the faculty, staff, and students. Each quarter the schedule features articles on former graduates and current Board members, faculty, staff, and administrators.

Within the last year, the College has begun to distribute grocery bag flyers to stores within the service area the week before registration, as well as distributing placemats in local restaurants. Probably the most unique news media activity is the use of street banners announcing registration. These banners are sponsored by a local business within the town. The banners are put up each quarter prior to registration and remain up until after registration (both day and evening) is complete.

Contact Person: Mrs. Ann Long, Public Information Officer
Telephone: (804) 949-7111

PARTNERSHIPS FOR ECONOMIC DEVELOPMENT

PREPARED BY WORKING GROUP III

Linda G. Sheffield, SsVCC, Chairman
Sally F. Fulton, BRCC
William Gee, JTCC
Sheila Larson, GCC
Richard A. Ughetto, RCC

PARTNERSHIPS FOR ECONOMIC DEVELOPMENT

Community colleges in Virginia play a vital role in economic development within the state. This has long been an integral component of the mission of the VCCS, and it will increase in importance in the years to come. The relationship between economic development and a work force trained in the latest technology and methodology is becoming more apparent all the time. Virtually all of the colleges in the VCCS have been active in serving business and industry needs. The committee found it difficult to select only a few colleges for recognition in this area. Those selected were chosen either because they had unusually comprehensive programs, or because there was some component of their program that was unusually innovative. Again, the size of the college was not found to be major factor in its ability to be responsive to its community.

TECHNOLOGY TRANSFER: AN EXCITING NEW PROGRAM

An exciting new role for Virginia's community colleges is emerging through a new partnership between the Center for Innovative Technology (CIT) and the VCCS. Community colleges will become the liaison between business and industry, on one hand, and the whole of higher education on the other. A full-time position will be established at each college for a technology transfer agent who will be responsible for working with local industries to identify their needs for educational and technical assistance. The technology transfer agent will then act as a broker. If the community college can meet the need, it will. If the need is such that specialists at a four-year college or university are needed, the technology transfer agent will locate them and put them in contact with the industry.

During the coming year, pilot programs will be conducted in nine community colleges: Central Virginia Community College in Lynchburg; New River, Dublin; Northern Virginia, Annandale; Paul D. Camp, Franklin; Southwest Virginia, Richlands; Tidewater, Portsmouth; Thomas Nelson, Hampton; Virginia Western, Roanoke; and Wytheville Community College in Wytheville. if the concept proves to be viable (and we are very optimistic on this point) all community colleges should be involved within the next few years.

TIDEWATER COMMUNITY COLLEGE

TIDEWATER COMMUNITY COLLEGE involvement with business and industry falls under seven broad categories: Special Programs (credit), Contact programs, Special Courses (credit), Continuing Education (non-credit), Special activities, Member ships, and a Return-to Industry program for faculty. For these programs to be successful, a specific need must be apparent and must be addressed. Successful courses, programs, and activities are developed as a joint endeavor by TCC and the related business or industry.

Special Programs consist of a series of courses over a period of time for employees of a specific business or governmental agency. These courses usually lead to a certificate or degree. They are designed to meet a specific training need. College and business/industry/government personnel work closely together in designing and implementing these programs. Some of these special programs are:

- State Water Control Board/State Health Department
- Acquisition and Procurement Management
- Supermarket Management
- Virginia Power
- Norfolk Redevelopment and Housing Authority
- Public School Cafeteria Workers
- Public School Secretaries

* Association of General Contractors
* Virginia Credit Union League
* Norfolk Naval Base
* Department of Transportation
* Truck Driving

Tidewater Community College provides the training for several local organizations through contractual arrangements. These contracts accounted for 10% of the college enrollment and 33% of the Frederick Campus enrollment in Fall 1986. The following breakdown of contracts for the fall quarter gives a representative sample of the types of contracts developed through special arrangements:

Employee	Headcount	FTES
American Institute of Banking	607	120
Norfolk Naval Shipyard	120	258.3
Norfolk Naval Air Rework Facility Apprentices	38	32.26
Rice Aviation	75	98
Other	944	

A Special Arrangements Contract (SAC) is an agreement between TCC and a Virginia employer that allows employees to take courses at TCC and pay in-state tuition. The college has numerous SAC's with a wide variety of industries. The actual number of students served under SAC arrangements is not known. However, it is known that Tidewater enrolled 100.57 annualized FTE out-of-state students at in-state rates under SAC arrangements during the 1985-86 academic year.

The Special Courses offered by TCC are designed to meet a specific training need at a specific time. They may be offered once, twice, or several times for a specific group or category of employees. In many cases, students enrolled in these courses will continue in a certificate or degree program. A sample listing of some of the special courses is given below:

- * Virginia Chemicals - Remedial Reading and Writing
- * Virginia Nurseryman Association - Certification
- * Circuit City - Sales Courses
- * Colonna Shipyard and Lyon Shipyard - Drafting and Blueprint Reading

Continuing Education is an important component of Tidewater Community College's efforts to meet the needs of business and industry within its service area. Continuing Education activities include non-credit seminars, workshops, conferences, etc. that are designed to meet the needs of business and industry.

Special Activities include those activities that address a specific need but are not properly classified as programs, courses, or continuing education activities. A small sampling of these types of activities include:

- * Guest Speakers on radio or TV
- * Volunteers for a variety of organizations

* Career Days on campus
* Judges for contests, i.e. FBLA, Science Fairs, etc.
* Business and Industry Breakfasts
* Tidewater Communications Consultants

Equally important to TCC's success with business and industry are the memberships held by faculty and administrators in a variety of community, civic, and professional organizations. The listing which follows is only a sample of such memberships:

* Portsmouth Highway Safety Commission
* United Way Committees
* Consultants
* Chamber of Commerce
* Art Societies
* Child Care Associations
* Opera Association
* Ballet
* AAUW
* American Women in TV
* Red Cross
* Little Theatre

One unique aspect of TCC's business/industry connection is its Return-to-Industry Program. In this program faculty from various disciplines at the college utilize their expertise and talent within an industry located within the service area.

Contact Person: Dr. Robert J. Grymes, Jr., Dean,
Instructional and Student Services
Telephone: (804)484-2121

NORTHERN VIRGINIA COMMUNITY COLLEGE

NORTHERN VIRGINIA COMMUNITY COLLEGE's Center for Business and Government Services develops partnerships between NOVA and private industry, local governments, and public agencies to provide numerous staff development and personnel management services. Located on the Annandale Campus, the Center has been established to provide comprehensive, cost-effective and results-oriented human resource development programs. Services offered include Management Development Training, Basic Skills Training, Technical Skills Refresher Courses, Organizational Development Services, Credentialing of Internal Training Programs Employee Assistance programs, Teleconferencing Services, and International Business Focus.

Ms. Dianne Long, Center Director, and her staff serve as liaisons between what businesses and industries want and need and support capabilities NOVA is able to offer through the Continuing Education offices on the NOVA campuses and the training efforts that the Center is able to coordinate for the firms. The Continuing Education office located within the closest geographical proximity is given the first option to provide the training services desired by an area firm. If that office cannot, for any reason, provide the services desired by the business, then the Center will serve as a resource for finding the method necessary to provide the desired service requested by the business. Employees of the firm can receive the training at one of the five NOVA campuses or the Center can accommodate seminars and conferences held at commercial facilities.

The Business Connection is a quarterly newsletter published by the Center that highlight activities and services that have been provided by the Center in recent months. It is sent to every business and industry within NOVA's service area as a method of marketing to area firms what the Center is able to provide them in training services. The scope of the newsletter is to show area businesses and industries that NOVA would like to become more involved in the economic development of its communities through the offering of human resource development courses and educational programs that help advance the expertise of the workforce in northern Virginia. The Center stresses their flexibility and innovative approach in developing instructional units for the firms in the area.

Among the programs offered are management development training, basic and technical skills training, refresher courses, and health and wellness and employee assistance programs.

Contact Person: Ms. Dianne Long, Director, Center for
Business and Government Services
Telephone: (703) 323-3000

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE

SOUTHSIDE VIRGINIA COMMUNITY COLLEGE has a unique role to play in the regional economic development of its service area.

The college intends to be proactive and strategic in continually collaborating with business, industry, and public employees. To perform these roles, the Center for Economic Development was established to assist public and private organizations with economic and human resource development. These roles are consistent with the college's mission of serving the educational needs and helping meet the requirements for trained manpower in the region.

The overall goal of the Center is to develop and implement a program of collaboration between Southside Virginia Community College and local business, industry, and public organizations.

The program of collaboration focuses on the following activities:

* Increasing productivity and the quality of the working environment of existing business, industry, and public agencies. To improve productivity and quality of work, the Center sponsors:

Conferences, seminars, workshops and symposia

Basic literacy training

  - Apprenticeship training
  - Customized supervisory and professional training
  - Specialized technical training

* Developing substitutes for imports or locally producing goods and services which were formerly purchased outside the community the Center provides:

  - Technical advice and assistance in organization and management
  - Financial training
  - Entrepreneurial training
  - Comprehensive management consultation for individual organizations or for business incubators and other such ventures
  - Transfer of technological/managerial skills from the college to industry/business through the use of student internships and business people on campus

* Attracting new business and industry to the community by providing resource persons to serve on community certification committees

  - Pre-screening and skill assessment of potential employees for new enterprises
  - Special entry-level training or retraining

for new enterprises
    - Customized supervisory training
    - Basis literacy training
    - Specialized technical training
    - Resource networking services for localities
- * Educating the general public about economic development. To facilitate this educating process the Center provides the following:
    - Open conferences, seminars, workshops, and symposia
    - Speakers on relevant topics to interested groups
    - A source of information for center projects as well as for activities and development elsewhere
    - A clearinghouse for information about economic and human development
    - Dissemination of relevant information through personal presentations or newsletters

Contact Person: Mr. Tom Reynolds, Director, Center for Economic Development
Telephone: (804) 736-8484

BLUE RIDGE COMMUNITY COLLEGE

BLUE RIDGE COMMUNITY COLLEGE provides assistance to its service area through Short-termed and Long-termed Loaned Executive/Loaned Professional Programs.

A loaned executive/loaned professional is an individual paid by one agency to work temporarily for another, as defined by Blue Ridge Community College. The purposes of the Loaned Executive/Loaned Professional Program at Blue Ridge are:

1. To increase the College's outreach program;
2. To demonstrate to the public that BRCC cares about the Community it serves by sharing resources in areas that would directly benefit the community;
3. To increase the public's awareness of the College's resources and capabilities; and
4. To provide opportunities for faculty and staff to gain experience and become challenged and motivated by their accomplishments.

The first long-termed Loaned Executive/Loaned Professional Program at Blue Ridge began between the College and the Augusta Correctional Center almost two years ago. Six months prior to the opening of the Augusta Correctional Center, the Warden approached the BRCC President and asked if the College wanted to "go in on the management of a prison." A senior faculty member with background in Psychology and Criminal Justice was relieved of his teaching duties and assigned to the Correctional Center to work out the details and to function as a peer to the Warden. The total prison staff at that time was the Warden, and the total physical plant was one borrowed office.

Why was this such a unique occurrence? Historically, prison has been a closed society. Although colleges frequently have offered courses to staff and inmates, college faculty have never assumed a significant role in the development and management of a prison. In addition, the relationship between the College and the Correctional Center was based on trust with a distinct absence of preplanning and agreements in writing until six months into the experience.

The first task was the development of ground rules that included the following:

1. The faculty member is free to participate in any prison activity not prohibited by law or regulation. Participation in personnel selection, design of the organizational structure, mock assaults, management team meetings, and policy development is permitted.
2. The faculty member's primary role is peer advisor to the Warden, providing an independent source of evaluative feedback. The Warden is so overwhelmingly powerful in a prison that his ability to gain unbiased evaluative information from staff and inmates is quite limited. The

loaned executive is the only person who has no reason to be other than honest in communicating with the Warden.

3. The Warden provides office space; space for College classes, conferences and workshops; financial support for staff tuition; encouragement to staff to participate in educational programs as a means to gain promotion; advice to the College on its Criminal Justice curricula; and a clear message to staff and inmates that the loaned executive has the unlimited support of the Warden.

Has this partnership between the Correctional Center and the College paid off? The prison has made a sound start, is considered the safest maximum security institution in Virginia, and is recognized as a model for innovation and quality. The loaned executive made significant contributions in the design an devaluation of staff culture and inmate culture; the brokering of services from other agencies, such as the Virginia Employment Commission (staff employment) and the Augusta County Schools (GED services); the facilitating of contacts between the prison and the community; and the developing of a unique nationwide Management Advisory Group. This group consists of senior academic researchers with hands-on prison experience who serve as peer advisors to the Warden and perform research at the prison.

"Because of the College's help, I was able to hire more females, more people with less than a high school education, and more people with poor job histories," commented the Warden of Augusta Correctional Center, Tom Israel, at a recent meeting of BRCC and VCCS leaders. "This has had significant impact on the community," he added.

In addition to benefiting the community, the partnership has benefited the College in many ways. It has brought BRCC's image into a previously untouched and remote corner of its service region. BRCC courses have been offered in a nearby high school and in the prison for area residents and prison staff, generating a significant number of FTE's. "The partnership already has been productive in generating BRCC enrollment," commented BRCC President James C. Sears. A program of inmate education at the prison soon will be operational.

A workshop sponsored jointly by Blue Ridge Community College and Augusta Correctional Center and funded in part by a grant from the Virginia Community Colleges Association was held April 30, 1987, at the prison. It is the first time that the Department of Corrections, the Department of Correctional Education, and the Virginia Community College System has worked together formally. Workshop purposes were to:

1. Expand the view of opportunities for education, training, and related activities within the Corrections system;

2. Develop shared views of the missions of involved agencies
3. Create effective means for preventing and coping with inter-agency communication problems.

Conference leaders include the VCCS Chancellor, the Deputy Director of the Department of Corrections, and the Superintendent of the Department of Correctional Education. The Wardens from the Augusta and Staunton Correctional Centers will participated.

Finally, the partnership has increased public awareness of Blue Ridge Community College as a high profile and innovative institution. A number of professional papers have been generated as a result of the experience.

Not every college's service region has a new prison with a warden willing to do things differently. But every college has in its service area a business or industry which is either new or ripe for change where the principles of a Loaned Executive/Loaned Professional Program will work.

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Loaned Executive/Loaned Professional Programs can vary in length from 10 hours or less to the long-termed partnerships like the one described between Blue Ridge Community College and the Augusta Correctional Center. The loan of a Blue Ridge Community College faculty member to the United Way Fund Drive this past fall is an example of a shorter Loaned Executive/Loaned Professional Program.

The United Way Campaign Chairman approached BRCC and other agencies such as banks, four-year colleges, trucking enterprises, and hospitals, to request a three-month "loan" of an executive for five to ten hours weekly to

1. Visit area businesses and industries to solicit corporate gifts;
2. Assist businesses and industries with existing employee campaigns; and
3. Begin new employee campaigns, where possible.

Training sessions were held to prepare these loaned executives to enter the business community as representatives of the United Way. Each representative averaged five business contacts per week. The loaned executives and their employers received much media coverage during the campaign months.

This partnership produced many benefits for Blue Ridge Community College. It demonstrated the College's willingness to share resources in areas that directly benefit the community. It also provided the BRCC loaned executive, a faculty member from the business department, with an opportunity to establish contact and become more familiar with businesses where her students might one day be employed. In addition, it increased the public's awareness of the College's resources and capabilities.

Contact Person: Ms. Carolyn Painter Spangler
Telephone: (703) 234-9261

VIRGINIA WESTERN COMMUNITY COLLEGE

VIRGINIA WESTERN COMMUNITY COLLEGE serves the business and industry within its service area through special contracts and courses and is responsible for providing 75-80 percent of the financial training in the Roanoke Valley. The college also conducts educational programs for the International Management Council and is responsible for all of the training/testing in Southwest Virginia for the College of Financial Planners in Denver, Colorado. In addition to providing training for over 19 companies within the Roanoke Valley, VWCC serves on several economic development committees for Chambers of Commerce, provides referrals and serves as an "unofficial" clearinghouse for jobs through employer inquiries. Through its Cooperative Business program VWCC goes into the workplace to provide training and rents space in area high schools to conduct training in outlying areas.

VWCC provides 90 percent of the training for ASAP, conducts orientation programs for VA CARES, a non-profit organization working with prisoners to provide literacy training. Certified as a state center for small business training, VWCC has conducted economic development projects with the City of Roanoke as well as providing import/export seminars for small businesses. Industrial adjunct faculty members are used extensively by VWCC.

Contact Person: Mr. David C. Hanson

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NEW RIVER COMMUNITY COLLEGE

NEW RIVER COMMUNITY COLLEGE began industrial training in 1977 and just this year has been awarded money by the Virginia State Legislature to plan a new building which will be used as a center for all business and industry activities. All of the training provided by NRCC is conducted through the Continuing Education Division. This training includes both credit and non-credit classes for the 60+ businesses and industries located within the New River Valley.

The College does not see itself as competing with the two universities located within its service area but instead works closely with both Radford University and Virginia Tech. In fact, NRCC provides training for Virginia Tech through an Apprenticeship program. NRCC also works with four industries in the area through apprenticeship programs.

NRCC's Industrial Training Center is similar to an executive forum in that business and industry representatives throughout the New River Valley are members in partnership with the College. The Industrial Training Center provides many services including sponsoring nationally recognized seminar speakers to address the needs of specific companies. Experts are brought to the New River Valley from around the nation to conduct one and two-day seminars. The ITC also acts as a clearinghouse for software and provides needs assessments for area businesses and industries.

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MARKETING RESEARCH

PREPARED BY WORKING GROUP I

Linda Ferguson, PDCCC, Chairman
David C. Hanson, VWCC
William Johnson, JTCC
Jack Lewis, NRCC
M. Charlotte Wilhelmi, NVCC

OUTLINE OF MARKETING RESEARCH

- I. Elements of a Successful Marketing Research Program
    - A. Continuity
    - B. Practicality
- II. Marketing Research-An Overview
- III. Examples of Current Research Activities Across the VCCS
    - A. Northern Virginia Community College
    - B. John Tyler Community College
    - C. Lord Fairfax Community College
- IV. VCCS Marketing Research Tools
    - A. VEDMARS
    - B. System Reports
        - 1. Student Enrollment Booklet
        - 2. Annual Unduplicated Student Enrollment Booklet
        - 3. Graduation Awards Conferred Booklet

ELEMENTS OF A SUCCESSFUL MARKETING RESEARCH PROGRAM

Continuity

Marketing research is an ongoing assessment of effectiveness. This function provides the feedback loop for control of any marketing program. This feedback allows the institution to continuously review and refine marketing activities enabling them to remain responsive to market demands.

Practicality

Marketing research data must be useful on a day-to-day basis. Many times this entails repackaging data which already exists with a concern for use by various functional areas of the institution. This information must be widely disseminated throughout the college community to establish a common level of awareness. The data can be used to routinely focus on issues which develop. There must be a qualitative part of the assessment as well as quantitative review of the evolution of marketing activities.

MARKETING RESEARCH

The use of a good marketing information system is the thread that binds a good marketing planning effort. A marketing information system is used for gathering, analyzing, storing, and disseminating information. This system is needed early in the marketing planning phases of situation and environmental analysis. The system supports continuing marketing activity by providing feedback on the impact various actions are having in an attempt to reach goals and objectives. Marketing research is the pulse-taking function which undergirds the entire concept of marketing management.

A marketing information system is fed by the monitoring of each target market, delivery systems, competition, publics and other forces in the macroenvironment. The marketing information system consists of four subsystems: Internal Records System, Marketing Intelligence System, Analytical Marketing System and the Marketing Research System. Information gained through the data shared by these subsystems is then used by decision makers for planning, execution, and control.

To briefly describe each of the subsystems, let us first consider the Internal Records System. This is the most basic information system used by college administrators. The major pitfall in the design of most college Internal Records Systems is that they were designed to merely record data for the sake of posterity rather than for use and analysis in the present. Consideration must be given to design of Internal Records Systems which will deliver useful information to decision makers in a format allowing for maximum versatility.

The second subsystem is the Marketing Intelligence System. This subsystem monitors the current environment. A system such as this calls for constant input from a variety of sources. These sources range from newspapers to conversations with anyone having information valuable enough to have an impact on any marketing activities under way at the institution. Information on potential donors, changes in the local employment rate, economic development of the service region, or competitive activity all would be part of a Marketing Intelligence System.

The Analytical Marketing System focuses on questions such as What are some predictors of students predisposed to enrolling in this college? What are some variables useful in segmenting the market? This subsystem manipulates the typical marketing data and uses it to predict outcomes, evaluate activities, plan resource allocation, or analyze a variety of trends regarding impact of marketing efforts attempted.

The final subsystem is the Marketing Research System. Marketing research generally focuses on demographics, psychographics, and attitudinal factors. Market*ing* Research includes an analysis of all marketing activities. This covers delivery systems, pricing policies, promotion of college and quality of product. *Market* research generally pertains to analysis of specific target populations, geographic regions, and needs analysis. Both marketing and market research are vitally important to the Marketing Information System.

ILLUSTRATIVE MATERIALS

from

NORTHERN VIRGINIA COMMUNITY COLLEGE

NORTHERN VIRGINIA COMMUNITY COLLEGE
OFFICE OF INSTITUTIONAL RESEARCH

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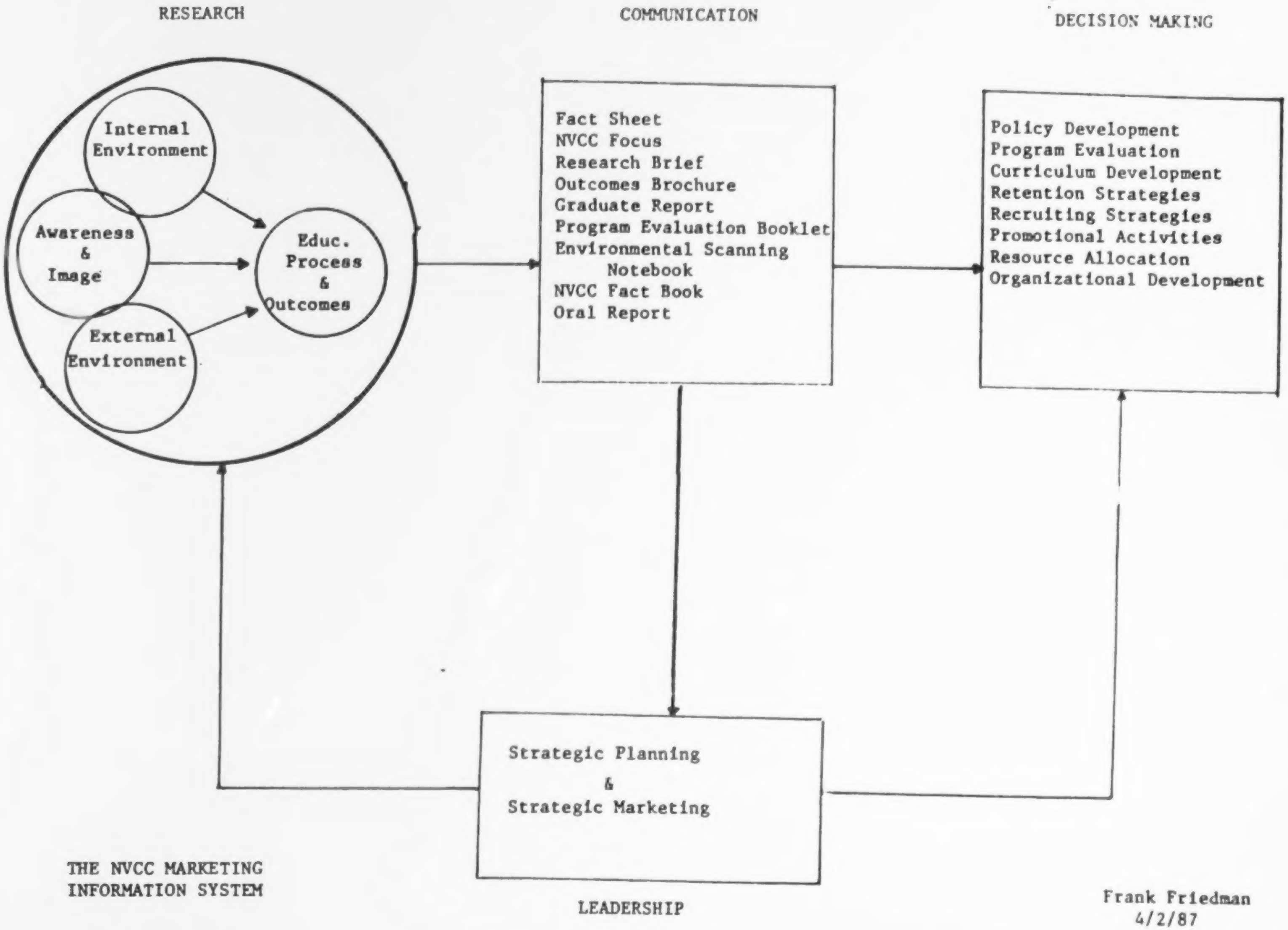
Current Student Focus Group Interview

Evaluation

Marketing Activities and Summer 1986 Enrollment at NVCC
Attached Summer 1986 Survey

Appendix

Attachment: Impact and Outcomes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THE NVCC MARKETING
INFORMATION SYSTEM

Frank Friedman
4/2/87

MARKETING RESEARCH AT NVCC

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Frank Friedman
4/2/87

ILLUSTRATIVE MATERIALS

from

JOHN TYLER COMMUNITY COLLEGE

Market Research at John Tyler

a. Knowing one's market and knowing how one is responding to that market is the reason for market research.

b. Market research can help to create an awareness in faculty and staff and help to establish goals and objectives that all can support.

c. ANNUAL PROGRESS REPORT TO HIGH SCHOOL COUNSELORS After each Fall quarter the combined grades and grade distributions are compiled along with a comparison to the norm for JTCC. This report is sent to JT counselors who in turn excerpt data by high school and distribute the information appropriately.

d. SURVEY OF CURRENT STUDENTS not done annually. Report sent to Faculty, Staff and Administration.

e. KNOW THE FACTS is a monthly newsletter in the research brief format devoted to one topic each issue. These are distributed to all Faculty, Staff, and Administration as well as to a mailing list within the VCCS. Frequently information is pulled from VCCS reports to be shared and interpreted throughout the institution. This publication helps to even out awareness levels within the College.

f. NON-RETURNING STUDENTS ANNUAL STUDY or WHERE HAVE ALL THE STUDENTS GONE? represents a telephone survey of a 20% sample of the non-returns. Both a brief for KNOW THE FACTS and a full report are prepared and distributed.

g. GRADUATE FOLLOW-UP ANNUAL STUDY asks why students did come to JT and what they are doing currently.

h. EMPLOYER FOLLOW-UP STUDY (ANNUAL) sample of employers of JT graduates are surveyed as to satisfaction levels.

i. FIVE-YEAR FOLLOW-UP STUDY is done on students five years out after graduating from JT.

j. PERIODIC NEEDS ASSESSMENTS are done especially for new programs.

k. BUSINESS AND INDUSTRY SURVEY was recently conducted where 35 people were trained to visit and interview representatives from 103 local businesses.

l. They plan to conduct an internal audit and a community perception study.

John Tyler

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

MEMORANDUM

TO: Dr. Linda Ferguson, Assistant Professor
Business Management, PDCCC

FROM: Carol S. Hollins, Coordinator, Institutional Research

DATE: March 27, 1987

SUBJECT: MARKETING RESEARCH AT JTCC

It was good to meet with you and the other members of the VCCS Task Force on Marketing and Retention. At your request, I have listed below the major activities of our office which support College marketing efforts.

High School. On an annual basis, we prepare a progress report to high school counselors in our Service Area which gives the grade distribution by high school for all fall quarter students enrolled at JTCC who completed high school the previous spring. Because we did not receive any feedback (and due to heavy office workloads), we did not complete the study this year. We will be conducting a similar study in future years, however, in response to SACS Criteria on Institutional Effectiveness.

Current Students. A number of surveys are conducted in order to ascertain the opinions of current students. These studies are usually conducted in response to a perceived need or problem at the College. Sometimes they are initiated by an outside source such as the VCCS Tuition Impact Study. We also distribute monthly research briefs entitled "Know the Facts" among our faculty and staff in order to present, in capsule form, some information about the College, its students, faculty, and staff. (See enclosures)

Nonreturning Students. Each year, a study is conducted using a sample of students who were enrolled the previous quarter and did not return the current quarter. All full-time students are included in the survey and a 20% sample of part-time students. In the past, we have used a survey instrument as the first mailing and made follow-up contacts by telephone. Quite a bit of valuable information is received such as the former student's goal for enrolling, his satisfaction with the courses and services received, the reason(s) why he did not return, his current occupation, and whether he plans to return to the College in the future.

Graduate Follow-up Surveys. Each fall, a survey instrument is mailed to the previous June graduating class in order to: (1) document student successes in the job market and in pursuit of advanced study; (2) to solicit feedback concerning the adequacy of academic and student services; and (3) to gather student opinions in order to continue to upgrade educational offerings. A question in this study also requests the student's permission to contact his employer in an Employer Follow-up Study. So far, only the employers of graduates in the Engineering Technology Division have been contacted in order to satisfy the American Board of Engineering Technology (ABET) requirements. In the future, the employers of all occupational-technical graduates will be contacted in keeping with data needs to satisfy SACS Criteria.

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg, Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

Five-Year Graduate Follow-up Study. Each fall, the graduating class that finished 5 years ago is surveyed in order to examine long-term successes either in the job market or in advanced study.

Business & Industry Needs Assessment. A group of approximately 40 faculty and staff conducted personal interviews with 103 business and industrial leaders throughout our Service Area in order to determine: their awareness of the College's offerings, their training needs, anticipated areas of job growth, and ways in which the College can assist them in order to address unmet needs.

Future studies. Future plans include conducting an internal audit as well as a survey of community perceptions of the College.

I trust that this information is beneficial to you. Should you have additional questions, please do not hesitate to give me a call. Best wishes in the successful completion of your task.

mj

Enclosures

cc: Dr. Robert Grymes, TCC
Rick Ughetto, RCC

ILLUSTRATIVE MATERIALS

from

LORD FAIRFAX COMMUNITY COLLEGE

LORD FAIRFAX

The function of research at Lord Fairfax is to support marketing by identifying what has happened as well as tracking trends. The institutional researcher at Lord Fairfax prepared a traditional college fact book with answers to such questions as

- What is the profile of LFCC's student body?
- How has it changed in the past five years?
- Why do students come to LFCC?
- Why do students leave LFCC?
- How do students find out about LFCC programs and courses?
- How do students feel about their experience at LFCC?
- How might LFCC improve its services to students?

LORD FAIRFAX - Executive Roundtables

a. Held a series of five round tables sponsored by Board

b. Twelve to fifteen people were hosted at a time

c. Groups included:
    - officials of cities and counties
    - representatives of manufacturing industry
    - representatives of service organizations

d. Agenda:
    - meet for one and a half to two hours
    - serve cocktails
    - tour of the College

e. During meeting portion of program, focus on following:
    1. What have we done well?
    2. What have we done, but not done well?
    3. What ought we be doing for you?
    4. What might we be able to do together to serve you better?

f. Good minutes were kept of each session. Copies of minutes were sent to all participants. LFCC prepared a slick, honest publication with commitments to plans that came out of the round tables.

g. Six months later they did a status report on each of the things they had publicly promised honestly reported what they had and had not done.

h. They plan to followup two years later with another series of round tables.

VIRGINIA COMMUNITY COLLEGE SYSTEM

RESOURCES

VIRGINIA EMPLOYER DATA MANAGEMENT AND REPORTING SYSTEM
(VEDMARS)

A basic need for the Virginia Community College System (VCCS) is up-to-date information that permits both specific analyses and profile summaries of the businesses and industries forming the economies of individual college service regions. While standard U.S. census data provide population demographics, varied sources and methods, often with limited scope and validity, have been relied upon to obtain industry characteristics. Instructional planning and delivery aimed at meeting the local, regional, and statewide needs of industry are best supported by accurate and up-to-date employer information. To support the instructional effort, basic information on the number and kinds of firms, numbers employed by the firms, and their location within the service region is necessary. To be useful, the information must be managed in a manner permitting summaries and specific analyses for all types of businesses and industries in the entire service region or even larger portions of the state, as well as for specialized firms at specific localities.

The data elements necessary to meet this need are now available to the VCCS through a cooperative agreement with the Virginia Employment Commission (VEC). A computerized data management and reporting system providing colleges flexible, easy-to-use software for obtaining employment data has been developed by New River Community College and VCCS Planning and Research staff.

Virginia Employment Commission Employer Data

The VEC now shares data on Virginia's employers with the VCCS. An updated file will be provided quarterly. All information is at the employer level and is created from procedures required for reporting Virginia organizations covered by unemployment insurance to the Bureau of Labor Statistics. Nearly 99 percent of all Virginia employers are covered. The formal designation of the file is "Reports and Analysis: Employment, Wages, and Contributions, ES202." Presently, there is a two-quarter lag for file availability, but the VEC expects this to improve. Basically, the file contains names, addresses, numbers of employees, and total wages for each employer, as well as codes specifying the type of firm and ownership.

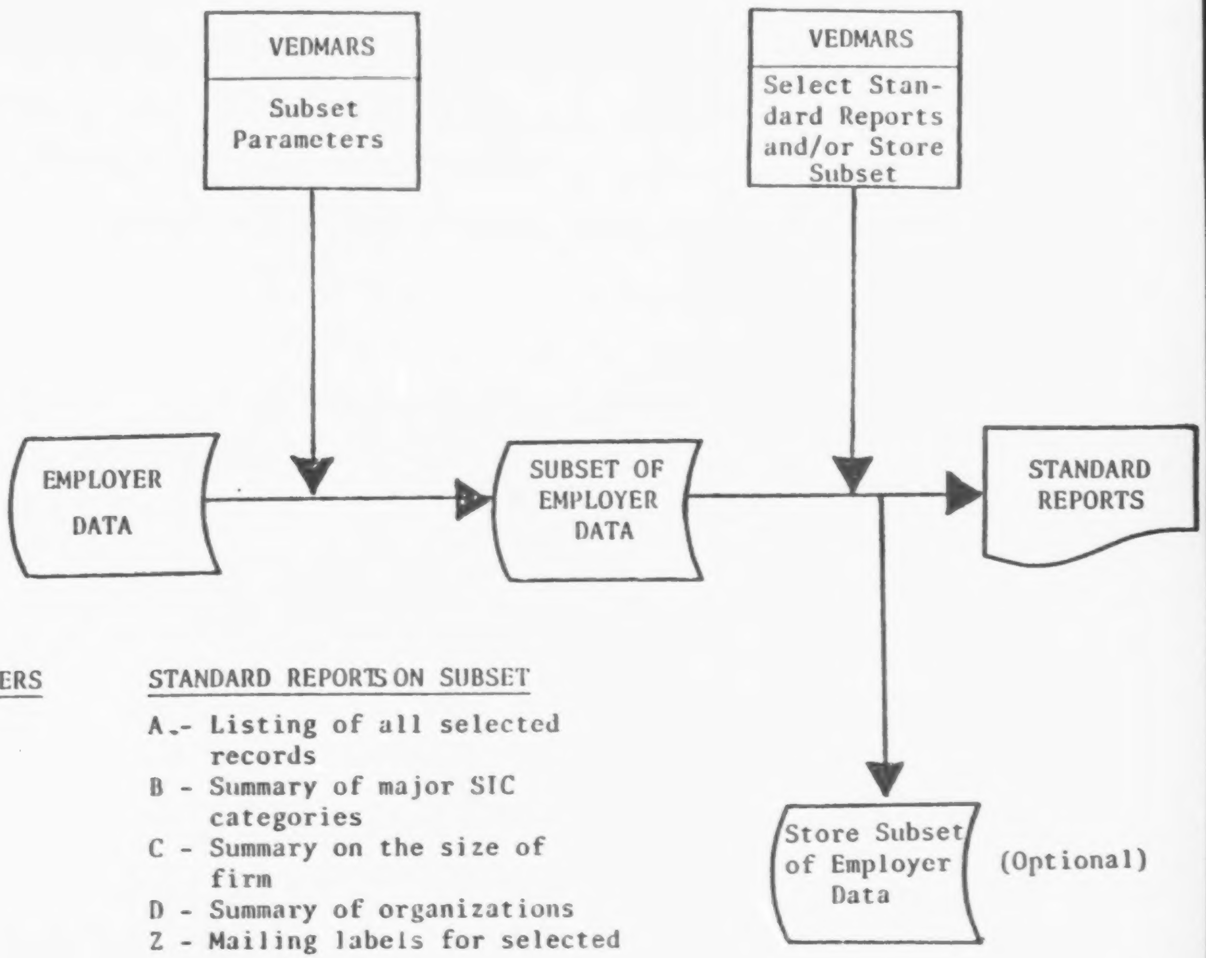
Virginia Employer Data Management and Reporting System (VEDMARS)

The Virginia Employer Data Management and Reporting System (VEDMARS) serves two functions. One is to provide for the orderly exchange of VEC employer data and its maintenance. The other is to provide a highly flexible software package to support analysis and reporting of business and industry data. VEDMARS output includes summary reports and listings in addition to a temporary dataset. The output dataset can be manipulated using SAS, SPSS, or other statistical software to meet any additional analytical needs of the user. The capability for "slicing" or subsetting the information in many ways via selection parameters, as is often the need of academic planning and institutional research, is the main feature of the system (see schematic overview of the system on the next page).

Conceptually, the system responds to selection criteria specified by the user and entered as parameters. The set of selection parameters includes all available employer data elements judged to be important for meeting a college's needs for employer information. A listing of the selection parameters follows.

Virginia Employer Data Management and Reporting System

(VEDMARS)


VEDMARS
Subset Parameters
VEDMARS
Select Standard Reports and/or Store Subset
EMPLOYER DATA
SUBSET OF EMPLOYER DATA
STANDARD REPORTS
Store Subset of Employer Data
(Optional)

SUBSET PARAMETERS

College
County
ZIP
SIC
Employ
Wages
Account
Owner

STANDARD REPORTS ON SUBSET

A.- Listing of all selected records
B - Summary of major SIC categories
C - Summary on the size of firm
D - Summary of organizations
Z - Mailing labels for selected records

VIRGINIA COMMUNITY COLLEGE SYSTEM
JAMES MONROE BUILDING, 101 NORTH 14TH STREET, TELEPHONE AREA CODE 804/225-2117
MAILING ADDRESS: P.O. BOX 1558, RICHMOND, VIRGINIA 23212

MEMORANDUM

TO: VCCS Presidents

FROM: John Harris

DATE: August 2, 1983

SUBJECT: Procedures

In my memo of March 10, 1983, I set forth the concept of college staff being able to access tables in the Student Enrollment Booklet, Annual Unduplicated Student Enrollment Booklet, and Graduation Awards Conferred Booklet.

We are now ready to implement a portion of that concept. Procedures are attached that will allow college staff to access the 1982-83 Annual Unduplicated Student Enrollment Booklet and Graduation Awards Conferred Booklet. Both of these publications have been reviewed for accuracy and are now available for your use. In the event you wish to retrieve data from a previous year, please contact Production Control for tape information that will allow you to produce tables for prior years.

Questions or problems relating to technical issues should be addressed to Ron Wynn in Data Services and any other questions or problems should be addressed to me.

It is our intent to have procedures available by the late Fall that will allow you to access the tables of the Student Enrollment Booklet. We will disseminate those to you when everything is in place.

Please contact us if you need any assistance.

JWH/mbf

Attachments

cc: Dr. Don Puyear (w/attachment)
Dr. Elmo Roesler (w/attachment)
Planning and Evaluation Staff (w/attachment)
Budget Staff (w/attachment)
Educational Programs Staff (w/attachment)

ANNUAL UNDUPLICATED ENROLLMENT BOOKLET

THE JCL LISTED BELOW WILL PRODUCE THE COMPLETE ANNUAL UNDUPLICATED ENROLLMENT BOOKLET.

EACH YEAR THE ANNUAL UNDUPLICATED STUDENT FILE WILL BE COPIED TO THE TAPE DESIGNATED IN THE JCL LISTED BELOW. IF DATA FROM A PAST * YEAR IS NEEDED CALL THE PRODUCTION CONTROL TECHNICIAN, DARRELL SCRUGGS, AND HE WILL ASSIST YOU WITH TAPE NUMBERS.

```
//JOBNAME  JOB (RRRR,PPPP,TT,LL),NAME,MSGCLASS=A,
// MSGLEVEL=(1,1),CLASS=0,REGION=2048K
/*ROUTE  YOUR REMOTE NUMBER
/*SETUP       TAPE 000343  NO RING ANNUAL UNDUP STUDENT FILE TSER

//STEP01 EXEC DSUDT002,TSER=000343,YEARS='YYYYYYYY'
//
```

JCL PARAMETERS:

RRRR - ROOM NUMBER OF ACCOUNT CODE

PPPP - PROGRAMMER NUMBER OF ACCOUNT CODE

TT - CPU TIME REQUIRED TO EXECUTE JOB

LL - NUMBER OF PRINT LINES THE JOB WILL PRODUCE

TSER - VOLUME SERIAL NUMBER OF UNDUPLICATED STUDENT FILE

YEARS - ACADEMIC YEAR BEING PROCESSED
EXAMPLE: 'YYYYYYYY' = '19821983'

GRADUATE AWARDS BOOKLET

THE JCL LISTED BELOW WILL PRODUCE THE COMPLETE GRADUATE AWARDS BOOKLET.

EACH YEAR THE GRADUATE FILE WILL BE COPIED TO THE TAPE DESIGNATED IN THE JCL LISTED BELOW. IF DATA FROM A PAST YEAR IS NEEDED CALL THE PRODUCTION CONTROL TECHNICIAN, DARRELL SCRUGGS, AND HE WILL ASSIST YOU WITH TAPE NUMBERS.

```
//JOBNAME  JOB (RRRR,PPPP,TT,LL),NAME,MSGCLASS=A,
// MSGLEVEL=(1,1),CLASS=O,REGION=2048K
/*ROUTE  YOUR REMOTE NUMBER
/*SETUP       TAPE 000346  NO RING  GRADUATE FILE      SER1

//STEP01 EXEC DSGRD006,SER1=000346,YEAR='YYYYYYYY',YEARS='XXXX'
//
```

JCL PARAMETERS:

RRRR - ROOM NUMBER OF ACCOUNT CODE

PPPP - PROGRAMMER NUMBER OF ACCOUNT CODE

TT - CPU TIME REQUIRED TO EXECUTE JOB

LL - NUMBER OF PRINT LINES THE JOB WILL PRODUCE

TSER - VOLUME SERIAL NUMBER OF UNDUPLICATED STUDENT FILE

YEAR - ACADEMIC YEAR BEING PROCESSED
EXAMPLE: 'YYYYYYYY' = '19821983'

YEARS - ACADEMIC YEAR BEING PROCESSED
EXAMPLE: 'XXXX' = '8283'

VIRGINIA COMMUNITY COLLEGE SYSTEM
JAMES MONROE BUILDING, 101 NORTH 14TH STREET, TELEPHONE AREA CODE 804/225-2117
MAILING ADDRESS: P.O. BOX 1558, RICHMOND, VIRGINIA 23212

MEMORANDUM

TO: VCCS Presidents

FROM: John Harris

DATE: November 4, 1983

SUBJECT: Procedures

In my memo of March 10, 1983, I set forth the concept of college staff being able to access tables in the Student Enrollment Booklet, Annual Unduplicated Student Enrollment Booklet, and Graduation Awards Conferred Booklet.

Procedures for the Annual Unduplicated Student Enrollment Booklet and and Graduation Awards Conferred Booklet were disseminated on August 2, 1983. Procedures for the Student Enrollment Booklet (Quarterly) are attached.

Questions or problems relating to technical issues should be addressed to Bob Schenk in Data Services and any other questions or problems should be addressed to me.

Please contact me if you need any assistance.

JWH/mbf

Attachment

cc: Dr. Don Puyear (w/attachment)
Dr. Elmo Roesler (w/attachment)
Mr. Bob Schenk (w/attachment)
Budget Staff (w/attachment)
Planning and Evaluation Staff (w/attachment)
Educational Programs Staff (w/attachment)

STUDENT ENROLLMENT BOOKLET REPORTS

THE JCL LISTED BELOW WILL PRODUCE THE COMPLETE STUDENT ENROLLMENT BOOKLET OR ANY INDIVIDUAL REPORT YOU WISH TO RUN. IF A COMPLETE BOOKLET IS DESIRED SUBMIT THE JOB AS IT IS. IF A SINGLE REPORT IS NEEDED INSERT THE FOLLOWING OVERIDE CARDS AS SHOWN IN THE EXAMPLE AND INCLUDE THE PROGRAM NAME FOR THE DESIRED REPORT. REPORT AND PROGRAM NAMES ARE LISTED BELOW.

EXAMPLE:

```
//STEP01.SEBMODS DD *
SEBTB01A    ' PROGRAM SEBTB01A PRODUCES TABLE 1A'
/*
```

EACH QUARTER THE STUDENT FILE AND CLASS FILE WILL BE COPIED TO THE TWO TAPES DESIGNATED IN THE JCL LISTED BELOW. IF DATA FROM A PAST QUARTER IS NEEDED CALL THE PRODUCTION CONTROL TECHNICIAN, DARRELL SCRUGGS, AND HE WILL ASSIST YOU WITH TAPE NUMBERS.

REPORT PROGRAM NAMES ARE AS FOLLOWS:

PROGRAM	REPORT	PROGRAM	REPORT	PROGRAM	REPORT
SEBTB01A	TABLE1A	SEB065RP	TABLE3V	SEBTB10C	TABLE10C
SEBTB01B	TABLE1B	SEB067RP	TABLE3W	SEBTB11A	TABLE11A
SEBTB01C	TABLE1C	SEB068RP	TABLE3X	SEBTB11B	TABLE11B
SEBTB01D	TABLE1D	SEB069RP	TABLE3Y	SEBTB11C	TABLE11C
SEBTB02A	TABLE2A	SEB070RP	TABLE3Z	SEBTB12A	TABLE12A
SEBTB02B	TABLE2B	SEB071RP	TABLE3AA	SEBTB12B	TABLE12B
SEBTB02C	TABLE2C	SEB072RP	TABLE3BB	SEBTB013	TABLE13
SEBTB03A	TABLE3A	SEB073RP	TABLE3CC	SEBTB14A	TABLE14A
SEBTB03B	TABLE3B	SEB074RP	TABLE3DD	SEB049RP	TABLE14B
SEBTB03C	TABLE3C	SEB075RP	TABLE3EE	SEBTB015	TABLE15
SEBTB03D	TABLE3D	SEB076RP	TABLE3FF	SEB050RP	TABLE16A
SEBTB03E	TABLE3E	SEBTB004	TABLE4	SEB051RP	TABLE16B
SEBTB03F	TABLE3F	SEBTB005	TABLE5	SEB052RP	TABLE16C
SEBTB03G	TABLE3G	SEBTB06A	TABLE6A	SEB053RP	TABLE16D
SEBTB03H	TABLE3H	SEBTB06B	TABLE6B	SEB054RP	TABLE16E
SEBTB03I	TABLE3I	SEBTB06C	TABLE6C	SEB055RP	TABLE16F
SEBTB03J	TABLE3J	SEB077RP	TABLE6D	SEB056RP	TABLE16G
SEBTB03K	TABLE3K	SEB078RP	TABLE6E	SEB057RP	TABLE16H
SEBTB03L	TABLE3L	SEB079RP	TABLE6F	SEB058RP	TABLE16I
SEBTB03M	TABLE3M	SEBTB06G	TABLE6G	SEB059RP	TABLE16J
SEBTB03N	TABLE3N	SEB081RP	TABLE6H	SEB060RP	TABLE16K
SEBTB03O	TABLE3O	SEB100RP	TABLE6I	SEB061RP	TABLE16L
SEBTB03P	TABLE3P	SEBTB007	TABLE7	SEB062RP	TABLE16M
SEBTB03Q	TABLE3Q	SEBTB08A	TABLE8A	SEB063RP	TABLE16N
SEBTB03R	TABLE3R	SEBTB08B	TABLE8B	SEB064RP	TABLE16O
SEBTB03S	TABLE3S	SEBTB009	TABLE9	SEB066RP	TABLE17
SEB047RP	TABLE3T	SEBTB10A	TABLE10A	SEB018RP	TABLE18
SEB048RP	TABLE3U	SEBTB10B	TABLE10B		

*** SEE NEXT PAGE FOR JCL ***

STUDENT ENROLLMENT BOOKLET REPORTS

```
//JOBNAME  JOB (RRRR,PPPP,TT,LL),NAME,MSGCLASS=A,
// MSGLEVEL=(1,1),CLASS=C,REGION=2048K
/*ROUTE  YOUR REMOTE NUMBER
/*SETUP          TAPE 000341  W/OUT RING STUDENT AGE FILE STUSER
/*SETUP          TAPE 000344  W/OUT RING CLASS FILE       CLSSER

//STEP01 EXEC DSSEB001,STUSER=000341,CLSSER=000344
//
```

JCL PARAMETERS:

RRRR - ROOM NUMBER OF ACCOUNT CODE
PPPP - PROGRAMMER NUMBER OF ACCOUNT CODE
TT - CPU TIME REQUIRED TO EXECUTE JOB
LL - NUMBER OF PRINT LINES THE JOB WILL PRODUCE
STUSER - VOLUME SERIAL NUMBER OF STUDENT AGE FILE
CLSSER - VOLUME SERIAL NUMBER OF CLASS FILE

[illegible]
VCCS Director of Public Relations,
has been of invaluable assistance
in developing and producing this volume.

Katie M. Roper
Graphic Designer
The Office of Graphic Communications
Virginia Department of General Services

[illegible]
Cover Photography

ERIC Clearinghouse for
Junior Colleges AUG 7 1987
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